DOCUMENT RESUME

ED 129 723 95 SP 010 435

AUTHOR Collins, Paul, Ed.; Sinatra, Lewis J., Ed.
TITLE Documenta: Perspectives on Change in Teacher Education.
INSTITUTION New York State Teacher Corps Network, New York, N.Y.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Teacher Corps.
PUB DATE Jun 76
NOTE 100p.
AVAILABLE FROM New York State Teacher Corps Network, Fordham University, New York, N.Y.

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS Bilingual Education; *Change Agents; Change Strategies; *Educational Change; *Educational Needs; *Educational Strategies; Handicapped Students; *Inservice Teacher Education; Regular Class Placement; Staff Improvement; Staff Meetings
IDENTIFIERS New York; *Teacher Corps

ABSTRACT

This collection of papers is an attempt to document the living-learning spirit of the New York State Teacher Corps Network staff development program meetings. These Network meetings are characterized by three types of activities: (1) presentations and/or workshops conducted by outside consultants; (2) problem identification and strategy sessions to encourage development of individual Teacher Corps projects and to enhance collaboration among the various projects in the state; and (3) formal and informal sharing of knowledge and skills by project staff members from around the state. Accordingly, this publication begins with four articles that emanate from consultant presentations, each relating in some way to the present Teacher Corps emphasis on in-service teacher education: "Teacher Corps and In-service Teacher Education"; "Educational Needs Assessment--The State of the Scene"; "Toward More Effective Job-Embedded In-service Teacher Education"; and "Legal Issues for the Handicapped: National and State." A second section contains a series of reports on sessions at which collaborative efforts were used to identify problems and develop appropriate strategies: "Some Thoughts on the Change Process and Emerging Teacher Corps Roles"; "Fostering Change"; "Reinforcing the Infrastructure of the Regular Classroom"; and "Linking Educational Environments." A final section presents seven papers authored by Teacher Corps staff members which reflect many of the dimensions that help to make Teacher Corps the change agent that it is. Each section is prefaced with a series of introductory notes. All of the papers address dynamics associated with attempts to change teacher education in line with the goals, needs, and aspirations of our society. (MM)

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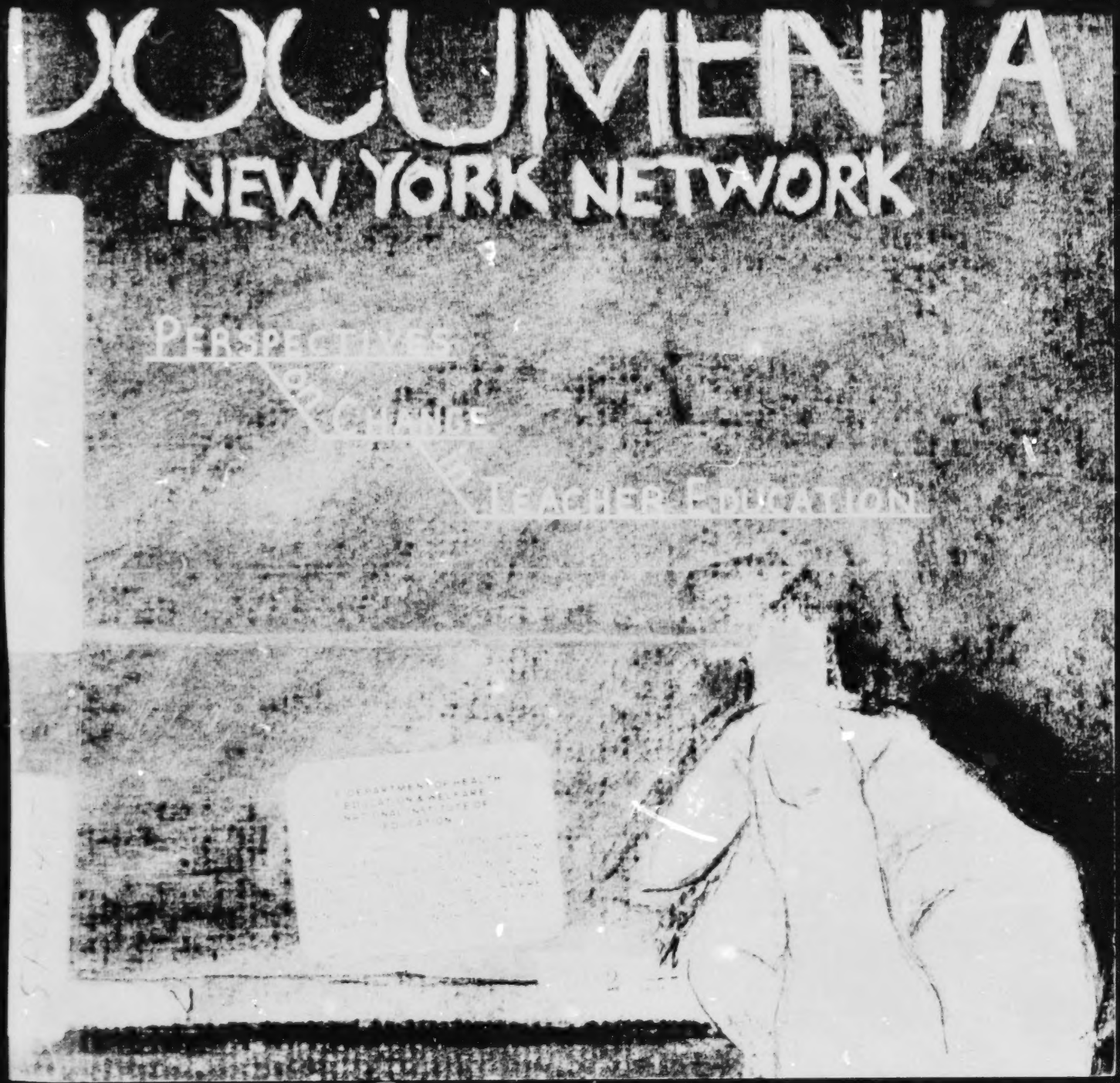
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DOCUMENTA

Perspectives on Change in Teacher Education

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and
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Published by the New York State Teacher Corps Network
Fordham University
New York, New York

June, 1976

4

Cover Design
A. S. Goldstone

Cover Art
Thea Halo

This publication was prepared pursuant of a grant from the United States Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the United States Office of Education, and no official endorsement by the United States Office of Education should be inferred.

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ACKNOWLEDGEMENTS

The editors would like to take this opportunity to express their gratitude to the many individuals who have made this publication possible.

To the contributors, a sincere note of appreciation for sharing your ideas.

To Sherry Cornachio, special thanks for editorial assistance in requesting and collecting articles, in helping with cover design, and at times, in being a communication link between the editors.

To Richard Pearce, thank you for your tireless assistance in copy editing.

To Nancy Pace, thanks for developing the list of contributors and for helping to arrange the printing of the manuscript.

And to Charlotte Johnson, Mary Lou Littlefield, and Diana Quinn, thank you for your efforts in typing the manuscript.

P.C.
L.J.S.

PREFACE

The New York State Teacher Corps Network came into existence in the fall of 1973. From its inception, the major responsibility of the Network has been to actively assist New York State Teacher Corps projects in attaining their objectives in accordance with this responsibility, Network activities have continually focused on staff development programs for project staff members from around the State.

At the time when the Network began operations, at least two conditions existed to an effective functioning were quite conspicuously present. These were:

1. Staff members at various project sites in the State had differentiated areas of expertise which, if shared, could benefit others within the Network; and
2. The individual projects in the State were rather isolated in and comfortable with doing things on their own.

Furthermore, it seemed apparent that if the Network could provide an environment that fostered the development of trust and mutual support, the projects' orientations toward "going it alone" could be reversed and replaced with strong, productive collaborative relationships.

One of the first Network functions was a three-day workshop for team leaders on the development of supervisory skills. This session set the tone. Network meetings would be experiences during which much active learning would take place. Discussion would be frank and open. Areas of expertise would be recognized and utilized. New ideas would be encouraged and work sessions would continue well into the evening hours.

This collection of papers is not intended to be a systematic report of Network activities for the 1975-76 academic year. Rather, it is an attempt to document the living-learning spirit which has become synonymous with Network meetings in New York State. These meetings are usually characterized by three types of activities:

1. Presentations and/or workshop sessions conducted by outside consultants,
2. Problem identification and strategy sessions, and
3. Formal and informal sharing of knowledge and skills by project staff members from around the State.

Accordingly, this publication begins with four articles which emanate from presentations made at Network meetings. A second section contains a series of reports on sessions at which 9th and 10th Cycle experiences provided the grist for discussions aimed at problem identification and strategy development. A final section presents seven papers that were contributed by various Teacher Corps staff members in New York State. In an effort to assist the reader, the editors have prefaced each section of the book with a series of introductory notes concerning the papers contained therein.

All of the papers contained in this publication address the complex set of dynamics which is associated with attempting to change teacher education in line with the needs, goals, and aspirations of our pluralistic society.

It is our sincere hope that the thoughts expressed in these papers will be of assistance to our colleagues, be they in the community, the public schools, or the university.

Paul Collins
and
Lewis J. Tamaro

Section I

This section contains four papers that were developed from presentations made at New York State Teacher Corps Network meetings during the 1975-76 school year. All four papers relate in some way to the present Teacher Corps emphasis on in-service teacher education.

The first paper was authored by Harry D. Rivlin of Fordham University. In it, Rivlin congratulates Teacher Corps for its "wisdom" and "courage" in focusing on one of the most difficult and important areas in education today, namely, the continuing education of in-service teachers. Rivlin bases part of his background to point out that teacher education evolves much more from reading teacher subject matter. He maintains that teachers need to know "what to do and how to do it." Teacher education programs that are not action oriented, that contain too many nouns and not enough verbs, and that do not provide for the varying styles of individual teachers have not been and will not be effective.

Rivlin places the responsibility for in-service teacher education in the hands of four constituencies: the school, the training institution, the community, and the teachers themselves. His discussion of the appropriate concerns of each of these constituencies is thoughtful, hard-hitting, and practical.

The second paper in this section was contributed by Alvah M. Kilgore of Syracuse University. Kilgore's paper charts the present state of the scene as regards educational needs assessment. He defines a needs assessment "as the measures used and the conclusions made in reference to determining conditions that the educational system is expected to produce in a given population." Kilgore illustrates that needs assessments can be either deductive or inductive in nature and can be used on all levels of the educational system. After a review of the literature in the area, he reports a series of conclusions. These conclusions offer challenging implications for Teacher Corps with reference to in-service teacher education and within the context of institutional change.

Kenneth R. Howey, who works in a Teacher Center which is cooperatively sponsored by the University of Minnesota and the Minneapolis Public School System, authored the third paper in this section. Howey maintains that, in general, in-service teacher education has never been well conceptualized. This lack of thinking it through has resulted in in-service teacher education programs having the over-all appearance of a "patchwork quilt." Howey goes on to concentrate on "those growth activities which a teacher can engage in during the course of his or her basic instructional responsibility" (job embedded in-service teacher education). His presentation and discussion of the four "c's," i.e., comfortability, consonance, control, and career development, make it quite clear that he has thought through the dynamics of implementing an effective job embedded in-service teacher education program.

The final paper in this section was prepared by Keith L. Curry of the State University College at Buffalo. Curry's paper investigates the legal situation of the handicapped as regards educational placement. He uses exemplary federal and state court decisions having to do with "right to equal education," "right to appropriate placement," and "right to treatment" in developing a series of major changes in placement procedures which can be expected to impact schools in the near future. The conclusions arrived at in this paper are highly significant to the present and future development of in-service teacher education programs and lend support to Teacher Corps' continuing efforts to help regular classroom teachers develop additional diagnostic-prescriptive teaching skills.

Teacher Corps and In-service Teacher Education

Harry [illegible]

Teacher Corps is to be congratulated on its wisdom and courage in focusing attention on in-service teacher education. Presently, teacher education is one of the most difficult and most important of [illegible] of the intellectual and professional problem areas in education.

We seldom appreciate how difficult teaching is. Years ago, we thrilled at the play and the motion picture, "The Miracle Worker," in which the story was told of how a teacher helped Helen Keller, a blind, deaf, and dumb child, to become one of the most forceful and most effective women of her generation. Of course, what that teacher did was a miracle, but practically every teacher is also expected to be a miracle worker in attempting to change how children act, how they think, and even how they feel. That teaching should ever be effective is almost a miracle in itself. Miracles are not predictable. Yet, we expect the teacher to accomplish the miracle at exactly 9:15 A.M. in Room 304.

Teaching people how to teach is even more difficult because we have few rules in education except negative ones — what not to do. I hope you won't think I am boasting when I say that I can take any man or woman passing by this hotel and within five minutes teach him how to create a riot in the classroom. Some of them may be so gifted that they won't need five minutes. But how can we change these people into inspiring leaders of adolescents, who can help them understand our social problems?

Most laymen and many of our academic colleagues think that all we must do is to fill the would-be teacher full of his subject matter, and his students will learn it. But science or math is not like a bad cold. Students do not always catch science or math or even English. I have seen young teachers walk into the classrooms full of their subject matter, and I have seen them walk very slowly because they don't want to spill any of it before they get to their rooms. If you watch these teachers leaving the classrooms, they have to walk just as slowly because nothing has spilled.

One of the difficult tasks a teacher must master is not only that of understanding the subject matter he is teaching but also that of learning how to see the subject from the student's point of view. The key question as he prepares for a lesson should be, "If I were fifteen and lived in East Harlem, what would I want to know about molecular chemistry?" It is only as the teacher sees the subject from the point of view of the subject matter specialist and also from that of the student who is to learn the material that the teacher can be effective.

If you think teaching people how to teach is difficult, wait until you try to teach experienced teachers. Why should a teacher try to change his procedures if he is satisfied with them? What can we tell him that he has not heard before? The situation is worsened when the teacher is being criticized by almost everyone and is being called mindless, a racist, lazy, indifferent, a clock-watcher, and so on. Such mindless name-calling leads to defensiveness and negativism, and is hardly an inducement to professional development.

We cannot overlook in-service education just because it is difficult, for in-service education is of critical importance. No plan of any superintendent, however wise or imaginative he may be, will succeed if teachers are incompetent or uninterested. We all know of pilot programs that were

successful and yet failed when they were expanded on a system-wide basis. Often, the reason for the failure is that teachers who were supposed to implement the plan didn't know what to do, how to do it, or more important, didn't know why they should want to do it.

A good beginning teacher is only a good beginning teacher. If he is a really good beginning teacher, we hope he will be dissatisfied with the prospect of always remaining at that level. If he is to grow in his teaching skill instead of only getting older, he needs skillful and appropriate in-service education.

The first step in in-service teacher education, and it is a key step, is that of capitalizing on or developing the will to learn. Anatole France was right when he said, "For knowledge to be digested, it must be eaten with a good appetite." Creating the climate for professional growth is a major test of the administrator's ability. The will to learn is not developed by carping criticism, by name calling, or by impossible comparisons. I am reminded of the story of the rooster who strutted about the barnyard and came across an ostrich egg. He called his hens together and said something to the effect that while he wasn't complaining, he simply wanted them to see what could be done if they put their minds to it. The story has its educational parallel in demonstration lessons, which can sometimes be helpful in showing teachers how to approach a proolem or how to handle a specific topic. A demonstration lesson can also be disastrous to teacher morale if the administrator expects the teacher to have a demonstration lesson period after period when the teacher has to teach all day everyday and the expert who gives the demonstration lesson can spend a whole week on planning just one lesson.

I previously said it was important for the teacher to ask, "If I were fifteen years old and lived in East Harlem, what would I want to know about molecular chemistry?" In the same way, if we are interested in in-service education, we must ask, "If I were a teacher for eighteen years, having met all of the requirements for certification and for reappointment with tenure, why should I be interested in changing my procedures to do what you want me to do?"

No program of in-service teacher education can be successful unless it addresses itself to the question of the teacher's motivation for learning. Similarly, what the curriculum for in-service education should be, must depend upon what the teachers think they need rather than on what someone else thinks they need. When this meeting is over, some of you will want directions for traveling home. One person need only be told to use the tunnel instead of the bridge. A second teacher would find this instruction so vague as to be useless. What that teacher wants to know is, "When I leave the parking field, do I turn left or right?" You therefore tell the second teacher, "When you leave the parking field, turn right, go to the second traffic light and make another right turn until you come to the parkway. Use the entrance marked 'Parkway South' and get off at Exit 22. Then. . . ."

Similarly, an inexperienced teacher or one who is to engage in a new program may sometimes need very specific help, quite definite instructions as to what is to be done, whereas the experienced teacher or the one who already knows what can be done needs only vaguer suggestions or can almost be left to his own discretion.

I am reminded of the distinction I once heard between farming and agriculture. Agriculture, I was told, is like farming, but in farming you actually do it. I think those who plan and conduct in-service education must be reminded that educators are like teachers, but teachers actually do it and the job of the educator is to help the teacher to do it better.

One of the weaknesses in books written for teachers is that they contain many nouns, adjectives, and adverbs. Thus we talk about accountability, competency-based teacher education, and in-

dividualized teaching. These are all nouns. Then we use many adjectives to describe the nouns and tell how wonderful they are, and many adverbs to describe how the teacher acts. What we need are verbs. Teachers want to know: "What do I do and how do I do it?"

In-service education should be rich in illustrations as to just what is to be done, with the teacher left to choose which of the procedures is most appropriate for his students, for his school, for the topic, and for himself. I should like to stress the importance of the last word of the preceding sentence. To be effective, the procedures used in school must be appropriate for the student, for the school, and for the topic, but also for the teacher himself. One teacher cannot imitate another teacher any more than he can wear the other teacher's jacket or she can wear the other teacher's dress. This was a lesson that I learned in my very first year of teaching.

My first regular assignment was to an elementary school in the Bedford-Stuyvesant section of Brooklyn. This was before Bedford-Stuyvesant received all of the attention that was later given to it once it was formally designated as Bedford-Stuyvesant. One of the advantages of teaching in Bedford-Stuyvesant is that all schools in Brooklyn are closed the first Thursday in June to celebrate Anniversary Day, which is, by the way, the celebration of the founding of the Sunday School Union in Brooklyn and parts of the Borough of Queens.

I found myself as a young teacher with a school holiday when schools in all other parts of the city were in full swing. I took advantage of my day off to visit the model school that was connected with a teacher training college. I went to a sixth grade class to see how another teacher dealt with a group similar to mine. That teacher was superb and acted as though she had just stepped out of a methods book. What was even more noteworthy was that the children, too, acted as though they had read the same book and knew what they were to do.

It was a marvelous experience until, without any reason that I could see, the teacher rose, closed her book, and said, "If that's the attitude in this room, I don't think I can go on teaching. You may do anything you want to and I shall do my own work."

It was as though a wet blanket had descended on each previously excited and enthusiastic youngster. The teacher took out her roll book and proceeded to enter the attendance. Within a few seconds, one of the youngsters came up and whispered something to her, but the teacher simply brushed the student away with a gesture of the hand. About a minute later, two children came up and spoke to the teacher. It was a brief conversation, but then the teacher rose and smiled. The wet blankets disappeared as quickly as dew under a hot summer sun. The teacher then said, "Now that I understand what happened, I feel better and we may go on with the work." It was a demonstration of skilled teaching such as I had never imagined.

I went back to my Bedford-Stuyvesant sixth grade class the next morning and waited for a chance when I, too, could say that I did not feel like teaching. I did not have to wait long, probably just four or five minutes. Then I rose, closed my book just as the other teacher had done, and said, "If that's the attitude in this class, I don't think I can teach. You may do anything you want to and I shall do my own work." I, too, took out my roll book, I entered the attendance record for the week, I went back and checked the attendance record for the week before, and I was ready to start working on the attendance records for the weeks to come, but there were no wet blankets descending on my class. It soon became obvious that they didn't care if I never felt like teaching. Taking advantage of some pretext, I said, "Now that I understand . . ." We went on with our work and the battle resumed.

Well, I didn't learn any quick trick that I could use in my class, but I did learn that what the other teacher did, I could not do. It is important for each teacher, not so much to adopt what another teacher does, but to adapt it until it is something that he can use.

When New York City started its Child Guidance Bureau to deal with the emotional problems of youngsters in classrooms, it had a wonderfully humane and capable principal as its first director. He met with teachers in all parts of the city, individually, in small groups, and in large groups, and he preached the same lesson: "Let your children know you're glad to see them." I know what happened in one class. The teacher stood at the doorway in the morning and as each youngster came in, she shook the child's hand and said, "I'm glad *you* came today." The poor kids were scared stiff. They wondered what she was up to now. In short, what the director could do because that was part of him just didn't work when somebody else took the words and not the spirit. It would have been far more effective if this teacher had asked, "How can I show my children that I'm glad they came?"

Who should be responsible for in-service education? I think it is the responsibility of the school, of the training institution, whether that be a college or a university, of the community, and most important, of the teacher himself.

The school people are on the scene. They know the local situation and they can therefore help the teacher to deal with the immediate real problems and they can give him the kind of specific help he needs. The school can therefore help the teacher to see how to do it, provided, of course, that the help is given sympathetically and constructively. I hope you will forgive me if I give you another personal experience.

In my first term of teaching in Bedford-Stuyvesant, I had the great advantage of working with an assistant principal who had been a teacher in the school in which I had been doing my substituting. We therefore moved to a new school together and I could speak with him not as a teacher ordinarily speaks with the authority figure of the assistant to the principal or the principal, but I could speak with him as one whom I had known as a fellow teacher. He asked me one morning how things were getting along and I told him, but what I told him was not what a young teacher says to his supervisor. I told him what a teacher says to a sympathetic friend. He was surprised and said, "Whenever I come here, everything seems to be just perfect," to which I gave the obvious answer, "I wish you were here sometime when you weren't here." He came up with a simple suggestion.

He would come into my room the next morning and spend the whole morning there. And he did. He came with a batch of student permanent record cards. When he entered the room, there was the immediate reaction to the presence of the assistant to the principal. He took a seat at the rear and called on youngster up to ask whether the record was right in saying that the child's father was called Anthony. The youngster went back to his seat. About five minutes later, he called another youngster and asked whether the address as noted on the card was correct. About once every ten minutes he'd call another youngster up and ask another question of this kind. Within a short period of time the children began to treat him, not with the attitude children have toward an assistant to the principal, but as if he were just part of the classroom. In fact, they paid as little attention to the assistant to the principal at the rear of the room as they did to the teacher at the side of the room.

For the following week, the assistant to the principal and I had lunch together everyday. He was able to give me the kind of help that an experienced teacher who understands the immediate situation can give to a beginning teacher who is eager to improve. That kind of help could not have been given by a college professor. It could not have been given by a parent of one of the children in the class. In short, my assistant to the principal illustrated the kind of help that the school can give when the people at the school are interested and competent.

There is a different kind of role that the college or the university can play. It need not try to give the kind of help that the principal is better able to offer. Instead, the training institution can help the

teacher to see why he is doing what should be done. It should give him a theoretical basis for procedures that should be used so that teaching becomes more than a series of specific devices and special tricks. The college can help the teacher to see how things are done elsewhere. Are there other ways of teaching reading? The teacher will thus have not only the experience of his own school but a wider background from which to select that which is most effective.

Obviously, the community has a stake in in-service education. After all, we are talking about their children. We sometimes act these days as though community involvement in education were a recent development, but it isn't. It is a typically American phenomenon in education that has been part of the scene from very earliest colonial days. Our educational system has always been controlled by lay people. It is the board of education, composed of lay people, who appoint the superintendent. It is the board of trustees, usually lay people, who appoint the president of the university. Traditionally the members of boards of education have been members of the "Establishment." They have been the more powerful, or at least they have been the representatives of the powerful groups in the community.

What is new today is that when we speak of community control, we are referring to control by the ordinary citizens of the community, in fact, by some whose income and whose education may be even less than that of the average member of the community.

It is important that we recognize this stake that the community has in education and, of course, in teaching, but it is equally important for the community to understand how it can make its influence most effective. I shall go back once more to my experience as a teacher of English. I have already spoken of the parts of speech. Now I'll speak of kinds of sentences. We were all taught at one time — I think the members of this audience all went to school when grammar was still a respectable part of the curriculum — that there are four kinds of sentences: the declarative, the interrogative, the imperative, and the exclamatory. Members of the community who want to make their influence most effective must use the kind of sentence which is ordinarily ignored.

I think the exclamatory sentence is relatively useless. All it does is blow off steam and arouse an equally emotional reaction on the part of the person to whom the sentence is expressed. Let's use the exclamatory sentence only occasionally. The imperative sentence again has very limited use. When members of the community tell school personnel what to do, the first reaction on the part of the principal, the teacher, or the superintendent is to become defensive. After all, they are professionally trained. They know what they should do and they don't want anybody on the outside giving them orders. The declarative sentence is sometimes equally useless. What can a member of the community tell the teacher that the teacher hasn't heard before?

You will note that I haven't mentioned the interrogative sentence, but I think the interrogative sentence has far more value than is ordinarily attributed to it. Why can't members of the community ask questions? If the questions are asked of the right people and if they are the right questions, they may easily lead to real change. Thus, members of the community don't have to tell the teachers which textbook to use or how to teach reading or what they should do to help the youngsters, but community members can ask "Why isn't my child learning to read? Why is it that the longer these children stay in school, the farther behind they fall as compared to what children in other schools are achieving?"

I am leaving for last among the four groups responsible for in-service education the most important one — the teachers. Teachers have to want to grow professionally and they need climates in which they can grow. Luella Cole once said, "If we want good teaching, we have to recognize it. We

have to honor it. We have to reward it." In short, if we want in-service teacher education to be effective, we must help the teacher become the kind of person who wants to improve and we must recognize and reward him when he does change.

The two most important words in teaching, I believe, are "for example." When a teacher is trying to help students develop an understanding of a complex principle, it is usually the illustration rather than the words that will help his students to see what is meant. I think this advice is something I ought to use myself right now. Let me give you an illustration of in-service education. I shall take as my illustration the preparing of teachers for multicultural education. I take this illustration because I feel that cultural pluralism and multicultural education are of vital importance. Cultural pluralism and multicultural education will not solve the problems of our society, but these problems are hardly likely to be solved until we develop not only an appreciation but the actual practice of cultural pluralism, and the implementation of effective multicultural educational programs in our schools.

Historically, we have tried many approaches to race relations. We have attempted to ignore and repress ethnic differences. This just doesn't work. Ethnic differences don't go away merely by ignoring or repressing them. We have talked about the melting pot, but cultures don't melt and we didn't even try to melt anyone who wasn't potentially a white, middle class American. More recently, we have emphasized ethnic heritage and we have become familiar with such slogans as, "Black is beautiful" and "I am proud to be an Italian." The booklet, "I Am Somebody," which is a compilation of writings by minority children, is not only a fascinating work but an important one. Each of us has to feel that he or she is somebody. Ethnic heritage is important in its own right. Why should a child have to renounce his parents and his cultural heritage in order to be accepted? Ethnic heritage and pride in ethnic heritage should be highly valued in our diverse society. We must develop the point of view that because I understand and respect my own cultural heritage, I am ready to understand and respect your cultural heritage. The teacher clearly has to be able to work with children from other ethnic groups, but even this is not enough. The teacher has to be able to help his students to work with people from other ethnic groups, so that as adults, they will be able to live with people who constitute the many cultures which are to be found in a culturally rich American population.

If the teacher is the key person in multicultural education, how can we help him fulfill this role? First, we must capitalize on or develop the will to learn. Remember that the will to learn is as important for teachers as it is for their students. We don't do it by calling them names. Whether we say they are typically slow learners or recalcitrant, we don't do it by ignoring their difficulties. We don't do it by ignoring what they already know. But rather, we must think in terms of — If I were a teacher at the Lincoln Elementary School, if I've met all of the requirements for full certification, if I've been there for eleven years, if I've been marked satisfactory every year, and if I have been granted tenure, what would I want to know about multicultural education?

We all learned in our geometry classes that a straight line is the shortest distance between two points, but that's an axiom only in Euclidean plane geometry. In human relations, a straight line is sometimes the longest distance between two points. I prefer the Chinese proverb, which says that there is nothing more soft than water, but for wearing away what is strong and hard there is nothing more strong than water. If you doubt the wisdom of the Chinese, all you need do is to take another look at the Grand Canyon.

Second, if we want to change teachers' attitudes, the direct approach sometimes isn't the answer. Why not approach the problem through their students? All teachers will discuss, with much less emotional involvement, how we can get students to live together. In a few weeks I shall be in California for a conference on adolescent prejudice. This is a topic that teachers can discuss with great

enthusiasm. After all, we are not saying that teachers themselves are prejudiced. We are saying that their children are, and as they talk about adolescent prejudice and what the school can do to change adolescent prejudice, they will themselves be learning about their own prejudice.

We all know that we learn by teaching, even though some educators act as though this were a brand new discovery as they get children to teach other children and learn that even poor readers improve in reading when they teach other children to read. I am told that a high school student preparing a paper went to the school librarian and asked where he could find books on masculine superiority. The librarian smiled and then said, "Why don't you look under *M* for myths?" I hope that some day we shall be teaching for cultural pluralism and we shall be so effective in multicultural education that when a high school student of the future asks where he can look for material on race prejudice, he, too, will be told to look under *M* for myths.

Third, in in-service education we must provide for a wide range of ability going all the way from the barely competent teacher and the uninterested teacher to one who is enthusiastic and skilled. Do you remember the illustration I referred to earlier about the people asking for directions for getting home from this conference? Instead of giving everybody detailed instructions or instead of giving everybody only vague suggestions that they use the tunnel instead of the bridge, we give them the kind of help they need. We ought to give all teachers an opportunity to see how multicultural education is conducted elsewhere. We ought to give them a rich array of illustrations and then let them do the evaluating; let them do the adaptation, always with our appreciation of what they are doing.

Fourth, when I speak of the appreciation of what teachers are doing, I think it is important that we recognize the teacher's progress and the changes that are occurring. Here we might take a lesson from the mental hygiene clinics. When the staff of a mental hygiene clinic tries to work with a youngster who has serious emotional problems, the clinicians look not for a cure but for improvement. Typically, what they do is to make a tentative diagnosis and a tentative plan of treatment, and then some months later they look at the results, make another tentative diagnosis and another tentative treatment plan. You will note they are not looking for a sure cure, they are not looking for a total solution. Here, by the way, we may be reminded of Mencken's warning that for every problem there is a solution that is quick, easy, and wrong. If we want teachers to profit from in-service education, we must realize that there won't be any miraculous changes. In fact, we should be a little wary when we do see sudden change in manner because the change may be superficial rather than real.

Milton Gold and I have prepared a pamphlet called, "Teachers for Multicultural Education," an endeavor for which Milton Gold should get much more credit than merely being listed as a co-author. This pamphlet contains many helpful insights concerning multicultural education. However, the pamphlet is only a first step. The real book is to be written not by Milton Gold and me, but by those who are actually involved in working with the teachers in multicultural education and by the teachers themselves.

Immanuel Kant once said that we should treat every individual as an end in himself and not as a means to an end. I wonder what would happen if every principal were to treat every teacher as though that teacher were not only a means to an end, but an end in himself. While I am wondering, I wonder, too, what would happen if every teacher treated every child not as a means to an end, but as someone who is an end in himself.

Don Quixote said, "Think not of what thou art, but of what thou cans't become." It is this thought that Teacher Corps can translate into better education. I am grateful, therefore, to be involved in this effort.

Educational Needs Assessment: The State of the Scene

Alvah M. Kilgore

Needs Assessment Defined

Educational needs assessment is part of the total scheme for systematic program planning and evaluation. Popham (1975) defines an educational need as the gap between the desired and current status of a learner. A broader definition of an *educational need* focuses on the discrepencies between the conditions an educational system is *expected* to produce and the conditions as they *actually* exist at any given point in time. A *needs assessment* is defined as the *measures* used and the conclusions made in reference to determining conditions that the educational system is expected to produce in a given population.

Information derived from a needs assessment assists decision makers in prioritizing goals, and developing, planning, and implementing programs that will "close the gap" between what is and what is desired. The data also provide base line information for testing program effectiveness in terms of both short range and long range goals.

Within the scope of these definitions, then, needs assessments can be conducted by a host of educators, including classroom teachers, building principals, district program personnel, educational planners, and evaluators. When a classroom teacher has a definite measurable objective in mind for his/her students, and conducts a pre-test, a "needs assessment" is occuring, although it may not be labeled as such. What is being determined is the status of the students relative to the desired objective. The teacher can then plan and implement learning experiences for the class in order to assist them in achieving the objective.

A school district application of a needs assessment usually takes place in a more influential manner. This occurs because district-wide objectives tend to be broad, general statements that allow many interpretations. Consequently, they are difficult to measure. For example, a reasonably popular school district goal might state: All students will be able to read with reasonable effectiveness. Although this is a laudable goal, it provides for the surfacing of many other issues, such as: how well should students be able to read? How will we know? Does the goal imply all students? Many school districts use norm referenced tests as measures of a student's ability to read. They are frequently reported in grade level equivalents or percentiles. The assumption is that all pupils in the fourth grade, for example, should possess a fourth grade reading level. If they aren't, (and they cannot be as a norm referenced test infers a "normal" distribution), then educators are likely to institute a new reading program or staff development program in the hope that reading achievement scores will rise.

Although the above example is overly simple, the point is made that in order to determine the "discrepency" between what "is" and what "should be," some realistic statements of what should be, must be made. In a school district, these usually start with global school district goal statements that are somehow prioritized. From such statements come operationally defined objectives for different grade levels and content areas. When the objectives are specified, appropriate instruments can be developed to assess the differences, and programs can be developed to try and close the gap.

Goal Setting as Needs Assessment

As implied in the last section, needs assessment takes place at many levels in the educational system, and there are a variety of ways to approach the problem. It should be understood, however, that one has to view needs assessment as a developmental process rather than a completed product. There are few total needs assessment "packages" that can be bought and applied to all districts. Those that are available usually do two things. First, they allow for the development and prioritization of school wide and/or district wide goals and objectives. Secondly, they provide guidelines (or processes) for systematically utilizing the data to assess needs and develop programs.

One such program is published by Phi Delta Kappa, the honorary educational fraternity.[1] It consists of an eighteen goal-statement prioritizing process which asks community members to rank order the eighteen school goals in order of importance, and then to give their *opinions* as to how well they think their school is meeting these goals. It should be noted that the eighteen goals are predetermined. This process can also be utilized with teachers and students as well as lay people. Using the mathematical analysis provided by the publishers, decision makers can determine which prioritized goals have the best chance of being supported and achieved. The expectation is that they will plan accordingly. Interestingly, Phi Delta Kappa has determined that the role of the professional in this process is the operationalization of the goal statement, and provides a process for achieving it. In the final analysis, then, district teachers and administrators determine specific and measurable objectives at various school levels that should be internally consistent with the general goal statements.

Another deductive goal setting and prioritizing process has been developed by the Center for the Study of Evaluation (C.S.E.) at the University of California at Los Angeles.[2] This is a package developed primarily for elementary schools. It is much more explicit than the Phi Delta Kappa materials, in that there are one hundred and five specific elementary school goals. These goals cover content areas, cognitive skills and knowledges as well as affective areas. The process also involves all school-community constituencies (parents, lay people, teachers, administrators, and students). The kit includes an analytical process which takes into account several community variables and thus aids in the determination of attainable priorities. Unlike the Phi Delta Kappa materials, the Center for the Study of Evaluation materials provides information about several instruments that can be used to assess students' status in relation to the prioritized objectives. Additionally, once a need has been established, several program development processes and evaluation techniques are available.

The two "packages" for prioritizing goals described thus far are deductive in nature. Goal statements are predetermined and participants clarify and rank the goals. Other models call for utilizing the same school-community constituencies, but utilize an inductive process. One such model was developed by the Center for the Advanced Study of Educational Administration (CASEA) at the University of Oregon. This program, called School Planning, Evaluation and Communication System (SPECS) is published by the General Learning Corporation.[3] The process calls for lay people and professionals to develop (in groups) problems and/or concerns of the district, and from these data, develop goal statements. Another model of this type is the Dallas model, developed by the Dallas, Texas Independent School District.[4] This process requires participants to answer the question: What are the things that are keeping our schools from doing the job it should do for the student? The responses are then prioritized by the groups. The next step is to have participants answer the question: What should your school be doing for the students? Once these data are collected, prioritized, and matched with the results from the first question, a steering committee classifies and combines the "needs." When this is accomplished, items are dropped if their rank is below a

predetermined cut-off point. The major problem with the inductive processes described in these two models is the length of time it takes to acquire the information. Dallas reported that a minimum of eight months is necessary for this process to be completed. As in the deductive models, however, once the priorities have been established, processes for program development are more easily developed.

Although there are other "packages" of needs assessment processes available, the four that have been presented in this paper illustrate the basic concepts and implications of this procedure for educational planning. The materials can be used on a district or sub-district level. Although costs vary in terms of dollars, any attempt to define needs does require a commitment from those involved, both in time and in effort.

Needs Assessment Related to In-Service Programs

While recently working with two university-based educational programs, the writer had a "need" to determine what had been written in the area of needs assessments for in-service education programs. The key words *needs assessments* and *in-service education* were used in initiating an off-line ERIC search which resulted in over three hundred references related to these concepts.

Because the results covered a host of studies, research reports, and articles encompassing many fields, the selection of information for use in this paper was limited to those related to schools and school personnel, and included in either their title or abstract the key word—*needs*. The chosen references were then clustered into two major categories.

One of the major clusters that emerged from the search was related to statements of need. This means that articles and abstracts in this cluster are those in which the author states that someone or some program "needs" something. These needs statements were usually based on the authors' observation, logical analysis, or feeling rather than on any systematically organized data collection or assessment process. For example, Rozzell (1966) wrote about the competent teacher of the disadvantaged. Among other things, he stated that an in-service program needed to be established to give deeper understanding of the values, motivational factors, and achievement desires of members of the disadvantaged sub-culture. Another article (Frasure, 1968) recommended that leadership training for administrators is needed, especially with the advancement of systems theories in education. A third example, entitled "The Neglected Majority," stated that there is a "need" for greater concern for the education of students who are not college bound (Howe, 1967).

Note that these examples can, and in some cases do, establish a direction or need for a follow up in terms of systematically collecting data in order to 1) determine if there is a need in those specific areas, and 2) to elicit the magnitude of the discrepency occuring between the desired statement and existing conditions. There are also research implications inherent in each of these statements.

The second major cluster, and perhaps more germane to this paper, focused on the use of a variety of needs assessment instruments. These are reports of studies, research, and problems that were assessed by use of questionnaires and/or surveys. Once again, the focus was based on relating needs assessment data to in-service programs. In attempting to organize and conceptualize the majority of the assessment data in any given area, two noticeable inferences emerged. First, many of the surveys were accomplished utilizing either federal or state grants under a variety of titles. Second, most of the available information could be sub-grouped into four categories with some overlap. The categories included: 1) needs of teachers working with adults in adult education programs; 2) needs of a variety of teachers and/or field workers in the vocational-technical areas; 3) needs of people working in the medical fields; and 4) needs of teachers working with disadvantaged and/or minority group children.

Of all the needs assessment information surveyed in this category, the most comprehensive program was developed by the Unified School District in Fresno, California, under an E.S.E.A. Title III grant. In three related studies over a two year period, the district attempted to measure the discrepencies between stated district objectives and ongoing operations in areas such as: 1) adult education; 2) vocational education; 3) curriculum; 4) instructional methodology; 5) staff and staffing patterns; 6) in-service training; and 7) ethnic minorities in an effort to totally assess an urban school district. All documents are available in ERIC. These documents are particularly useful as the processes, the instruments, and the results are included.

Another Title III planning grant was used in the Leflore County School District in Greenwood, Mississippi. Focus was on the education of disadvantaged children in the district and the program included the educational needs of black children with recommendations given for guidance programs and improved in-service education of teachers.

The Bureau of Education for the Handicapped, United States Office of Education, published an article, "Preparing Teachers of Secondary Level Educable Mentally Retarded: A New Model," in which the needs of educable mentally retarded students and the competencies required of their teachers were specified.

Titles of a variety of other needs assessment programs that have been used include:

— "Performance Based Professional Education In-Service Needs of Secondary Level Occupational Teachers in New York State."

— "A Survey of Professional Needs in Special Education for Northeastern Ohio."

— "Preparing Teachers of Disadvantaged Children. A Survey of Characteristics of Elementary Teacher Education Programs in Texas and Louisiana."

— "Perceived Training Needs of Urban 4-H Agents Working with Disadvantaged Audiences."

— "An Inventory of the Needs of Teachers of Economics in the Catskill Area Schools."

— "A Study of the Need for Pedological Training As Perceived by the Staff of the Alberta Institutes of Technology."

This listing of a variety of titles is intended to indicate to the reader the wide applicability and uses of differential needs assessment programs. One common element that appeared in nearly all of the literature was the notion that each survey started with a specific objective, and the related information was used to determine if a need existed in relationship to the objective. When a discrepancy was found, suggestions for program development, staff development, and other assessments were provided.

Before concluding this section, two other types of needs assessment instruments will be mentioned. Although neither of these appeared in the ERIC search, it was thought that the types of information they elicited offered something different, and perhaps worthwhile.

The first of these is an Educational Values Assessment questionnaire developed by Harry Gottesfeld (1973). This instrument attempts to determine the educational values of individuals and groups. It was developed to determine which sources of controversy and agreement existed between educators and parents. The basic assumption suggested that when there is agreement between local citizens and educators, it is possible to jointly support and implement an educational program. When there is disagreement, controversial issues can become the subject of discussion, exploration, and negotiation. The instrument was utilized in the New York City area and has implications for urban education.

The second needs assessment technique was developed and utilized by the Research Division of the National Education Association and reported in *Todays Education*, (October, 1972). Titled "Finding Out What Teachers Need and Want," it consisted of a survey approach designed to indicate the magnitude of a series of instructional problems and then determined preferred solutions to the problems. Although trends emerged from this document, the writers concluded that "... in many ways the data raise more questions than they answer." (p. 34). It was suggested that more studies need to be implemented with teachers and students to find out more about teachers' instructional needs.

Needs Assessment: A Local Concern

Implicit in this paper is the notion that needs assessment is a developmental process. The basic principles of the process appear applicable to almost all educational situations. Usually a decision maker in a given situation (i.e., the principal, teacher, superintendent, Board of Education, Teacher Corps Director, etc.), senses something is "needed," usually in relationship to an observable problem. How many times has one heard: "I need an assistant," or "the pupils need a different math program," or "the teachers need an in-service program." The real question asks, need in terms of what? Does one need an assistant because the staff is too large for one person to evaluate? Do the students need a new math program because their Iowa scores were "low?" Do the teachers need an in-service program because parents are complaining? The first step is to translate the problem area or perceived need into an objective statement or series of statements that specify the desired condition. This sounds easier than it is. In certain instances, a single individual can establish these objectives. In most cases, however, especially at the school or district level, many people are involved, all of whom may not perceive the problem in the same way or to the same degree. Consequently, a process must be developed for establishing objectives that is likely to elicit staff commitment. Only after this has been done can appropriate instruments be found or developed to determine if a need really exists.

When attempting to develop a data collection instrument, it should be noted that a needs assessment is not just a survey of opinion, a compilation of statistics, or a mass testing program. These elements are useful in helping to see the total picture but must not be used in isolation. Whatever is used should be appropriate for the task at hand.

One popular process used to gather data concerning needs is the time honored questionnaire. As previously stated, these instruments cover a wide range of concerns. Any questionnaire should be developed with a specific focus in mind (the objective[s]), and the primary intent should be to elicit measurable and usable data. Questionnaires can be used for: 1) asking for facts; 2) asking for beliefs; 3) asking for feelings; 4) asking for present or past behavior; and 5) asking for reasons for beliefs (values). A questionnaire developed along one of these lines should generate data that will offer the assessor a clearer picture of the "discrepancy" between the contemporary status and the desired condition. When this type of information is available, appropriate programs can be planned to close that gap.

A basic assumption inherent in many survey instruments, especially those asking for opinions, focuses on the ability of the responder to conceptualize and articulate his/her needs. This assumption is usually noticeable when, for example, a faculty is polled concerning the kinds of in-service programs desired during the next year. When respondents to this type of survey are not aware of specific objectives or areas with which they can relate, the results may be less than helpful, as the variety of responses usually covers a wide range of subjects. An oversimplified objective statement

such as "improving instruction" (relating to the in-service question) does not suffice either, as this can cover a multitude of very different [illegible] a series of information giving sessions with staff will provide them with alternatives for in-service programs and will relate to specific objectives.

Abelson (1972) explored a number of facets of the problem of utilizing the judgments of teachers and other educational professionals in clarifying the training needs of teachers. Using lists of teaching abilities, topics in educational psychology, and statements of psychoeducational proposals regarding elements in the teaching-learning process, ratings were obtained from a variety of educators. The results were listed in terms of mastery or comprehension of the items, its importance as perceived by the respondents, its application in teaching practice, and the extent to which it should be included in pre-service and in-service training. In essence, according to the author, what resulted was the testing of the educators' knowledge about the topics. In actuality it served as baseline data for developing a needs assessment program. Additionally, this type of procedure provided the staff with a common knowledge base from which to initiate a viable needs assessment program.

To clarify Abelson's idea, the following example may prove useful. Let's assume that a traditional school wishes to move toward an inquiry type curricula. The first step would be to determine which parts of the school program were already inquiry oriented. Secondly, staff assessment of knowledge about inquiry and its application should be performed. These data might imply that certain types of programs and/or teaching models would be most appropriate for an in-service program. A needs assessment instrument then could be developed that would let the decision makers know which kinds of inquiry knowledge the staff already had, and what they know about a variety of inquiry processes. This kind of information should lead to the development of a different kind of in-service and curriculum development. It would clearly be superior to having someone ask, "What do you need?" It is very difficult to determine what one needs when one is not aware of the alternatives. In-service program development can only operate on the basis of accurate information concerning the current status of potential program clients vis-a-vis the desired objectives.

Conclusions

From the information provided in this paper, it would seem that many educators use a "needs assessment" process in many ways, under a variety of labels. Systematic use of needs assessment, however, seem to occur more frequently when there is an externally supported program. One might infer that funding agencies require such procedures as a condition for proposal acceptance. The literature also suggests that very little has been written concerning local district uses of systematic program planning and evaluation processes. Local school districts seem to work more from a "perceived need" basis rather than from systematic data collection and interpretation. Although systematic needs assessments are costly in terms of time and effort, there is nothing to suggest that any educational agency couldn't get the job done. The problem appears to turn on the ability of decision makers to make a commitment, and in turn, to elicit a similar commitment from the various vested interest constituencies.

Some packaged programs are available for school or district use as starting points in needs assessment and consequent program development. Other types of instruments, questionnaires and surveys are available in the literature to serve as possible models for adaptation to local use. What may be missing are in-service programs for local district administrators and teachers in systematic program planning and evaluation processes. Perhaps this is the place to start.

FOOTNOTES

1. Phi Delta Kappa kit available from Phi Delta Kappa, Eight and Union, Box 789, Bloomington, Indiana 47401 (Approximately $28.00).
2. C.S.E. Elementary School Evaluation Kit available from Allyn and Bacon, Inc., Langwood Division, Boston, Mass. 02210 (Approximately $80.00).
3. Center for the Advanced Study of Educational Administration. *School Planning, Evaluation and Communication System.* University of Oregon. Published in 1972 by General Learning Corporation.
4. Dallas Independent School District. *Sharing Decisions—Dallas Style: An Overview of Model for Shared-Decision Making.* Communications and Community Relations Department, 3700 Ross Avenue, Dallas, Texas 75204. Published in 1973.

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Toward More Effective Job-Embedded In-service Teacher Education

Kenneth R. Howey

In-service teacher education in many respects resembles a patchwork quilt. As in the case with the quilt, it is not a first order of business but rather something which can be worked on at the end of the day in a more relaxed and restful setting. The time allotted and the frequency of the activity suggests that but "remnants" of larger ideas and ideals are dealt with. Rarely are different institutional and personal needs and goals coordinated in this activity but approached rather in a random pattern. Finally, the intent is not one of major reform as much as basic maintenance, a protective "cover."

This is not to deny several excellent in-service projects or ignore the self-renewal evidenced by many outstanding classroom teachers. It says rather that in-service can take many different forms from personal introspection to the pursuit of graduate degrees and the totality of this activity has never been well conceptualized, supported, or coordinated. Certainly one dimension of in-service which has not been adequately thought through and tested are those growth activities which a teacher can engage in during the course of his or her basic instructional responsibility. A major problem with many in-service efforts is the relevancy or transfer to the teacher's specific classroom context. In light of increasing demands upon many teachers, on the one hand and decreasing support for his/her continuing development on the other, questions concerning the time, location, and cost of in-service education have become sharpened.

This paper attempts to respond briefly to some of these latter concerns in terms of strategies for making on-site, job-embedded in-service education more of a reality. Job-embedded in-service is defined here as "planned activities intended to further professional development which can be incorporated within one's normal teaching responsibilities." This activity could range from experimentation with a specific teaching technique to a major reorientation of the teacher's role. While many teacher growth experiences obviously can and do take place daily without any preplanning, the planning aspect of this type of in-service is nonetheless underscored here. Formal planning and negotiations must be engaged in if: (1) teacher experimentation and exploration are to be more systematic and on-going, and (2) more formal recognition in turn is provided for this type of in-service activity. Planned classroom experimentation and problem solving approved by the building administrator should be able to accumulate professional growth credits and partial academic credit.

While the individual teacher is the prime mover in this type of in-service, it could, and most likely would, involve others as well. The building principal, numerous consultants or "advisors," fellow teachers, and, whenever feasible, the *students* themselves could participate in these experimental projects. There are also numerous resources and materials available to aid the teacher in this type of on-site study if desired. Whether the particular focus might be needs assessment or problem identification, better classroom management, improved teaching methodology, or more systematic planning or evaluation, appropriate self-study tools and technology are available.

This job-embedded approach to in-service has several appealing ingredients. First, it is able to focus upon the priority interests and concerns in the teacher's immediate teaching context. Second, it

has economical power in that it most likely will require neither the extra time, nor in some cases, the resources called for in other in-service activities. Third, it makes the teachers and students the central actors in this activity as opposed to their more common roles as the primary and secondary audience.

Rather than elaborate here with specific examples of this type of continuing teacher development, this paper will focus instead upon those conditions necessary for making it more of a reality. (The problem is not so much one of knowing how to engage in quality self-study but how to better integrate it with on-going instructional activities.) It is in terms of this larger picture that Teacher Corps might make the greatest contribution to more effective in-service education. Again, the suggestion is not that this type of in-service replace more traditional approaches to teacher education. Rather the intent here is to demonstrate that this is an extremely viable dimension of in-service, and one which deserves more attention than it has received until this point in time.

The Context for Job-embedded In-service

What is needed for this type of in-service to succeed? Most importantly, there must be a rekindling of the teacher's sense and spirit of exploration and experimentation. The stage is set. Teaching is a most complex human endeavor. *Effective* teaching daily demands probing into new directions and confronting devilish dilemmas. This is not just laudatory rhetoric. Try recording the myriad activities of the dedicated and creative teacher for a week. This form of teacher education is a very personal one in which inquiry becomes more systematized and extended over time. The psychological support that clearly says experimentation in teaching is valued and a willingness to get the material resources needed to do it must be demonstrated for the teacher as a first order of business. Teacher Corps can and should help provide these needed ingredients.

A second perspective which must be reinforced is that in-service is a process concerned with more than just teacher "competence". For a variety of reasons, few, if any of us, operate at near maximal levels of productivity. Certainly in many cases, the teacher is unable or perhaps unwilling to demonstrate many of these things that he/she is capable of doing already. In-service education in this context should be construed as a process which examines carefully what conditions must exist for the teacher to operate and grow professionally. *Comfortability, consonance, control,* and *career development* are four "c's" which envelop the concept of teacher competence.

Comfortability? The real fruits of any continuing professional development are eventually played out in a teaching role. This development is hardly a simple linear additive process, however. Increased effort by the teacher in one area may well demand the considerable diminishment or even termination of effort in another area. How often do we seriously ask what the teacher might best *cease* doing? The position taken here is that many teachers, especially elementary school teachers, will not be able to demonstrate more depth or sophistication in a given area unless and until they cut back on the breadth or scope of their responsibility. Just what is a realistic range of teaching responsibilities is a question which must be more vigorously confronted.

The sharing of complimentary responsibilities between teachers is by no means the total answer to this problem but it is a viable beginning point, especially in light of current limited resources. Teacher Corps Projects are vehicles which can allow more serious study of differentiated staffing patterns. Many past efforts in this area have been sketchy and superficial. Minimal division of labor by curriculum areas has been the most common scheme. Comfortable as used in this context doesn't imply easy. It rather refers to the range of responsibilities one can assume and still be productive. The teacher who feels (and probably is) overextended already, is simply not likely to look to further in-service as being very helpful. Any process of continuing development must be one that is seen as mak-

ing the job more manageable and not more complex. Teacher Corps can assist schools in examining what it realistically can and *cannot* do and how teachers and *others* can better share what has to be done. This activity, however difficult, is in many respects a prerequisite to in-service education.

Consonance? It is unnecessary here to document the many reasons why there are alternatives in our schools. In some cases, community differences in terms of basic need and interest have suggested different goals. In other situations the same basic goals have been embraced but different approaches to these desired. It would appear that in any school system which is responsive to a pluralistic society, variations in our approaches to schooling should continue to grow. This further compounds the scope-of-work problem for many teachers. Not only is he/she confronted with increased, and somewhat unrealistic, expectations but quite possibly, conflicting demands as well. More coherent options are needed in schools which reflect those differences in *teacher belief systems* as well as those differences in community expectations.

More explicit choices among teaching style or curriculum structure can often be planned on the basis of the natural variation which exists from teacher to teacher. Some choice for students and parents could be offered, for example, by making more explicit the existing differences between three third grade teachers in the same building. A second possibility is to differentiate in some way from one team or unit of teachers to another. Alternatives might even be worked out in terms of the total school as is the plan in Minneapolis. There parents and children are able to select from one of three or four distinctively different elementary schools in the same secondary school attendance area. At times these between-school variations are articulated primarily along organizational lines such as team teaching as opposed to self-contained designs. On other occasions, curriculum preferences, such as IGE as contrasted with a more functional basic skills approach, serve as the basic mode of variation. Still, at other times, more cross-cutting ideological criteria about the nature of teaching and learning are used to decide what options, if any, are needed.

It goes without saying that, as often as possible, teachers should be engaged in in-service activities consonant with their own perspective of how teaching and learning best occur. The uniformity and standardization in many school guidelines simply does not accommodate differences in teacher belief and style any more adequately that it does that of parents and children. This is admittedly once again a very complex but not insolvable problem. Teachers do little more than "go through the motions" when they cannot personally endorse the underlying assumptions of any new direction planned within a school. In-service efforts repeatedly have had little impact because the question of *teacher values* was not adequately attended to.

Teacher Corps certainly is in a position to facilitate more program variation—by making the differences among teachers more open—if only in a limited way from one teacher to another. When parents and students are able to select a teacher because that person represents a clearly stated option which is consistent with their own values or interests, then the necessary conditions exist for teacher *consonance*. The power and potential for continued growth when the teacher can say "I did it my way" are considerable. The matter of consonance deserves more attention in both teaching and continuing teacher development than it has received to this point in time.

Control? The concept of control embraces several dimensions. Control could be conceptualized in terms of the two conditions just discussed: (1) being able to consistently behave in accordance with what one believes, and (2) having a scope of work that is realistically achievable. The term is used here, however, more specifically in the context of continuing development. Realistically there is no shortage of new challenges which a teacher could focus upon at any given time in terms of his/her

own continuing development. In the model of job-embedded in-service outlined here, it is the teacher on the basis of his/her unique blend of interest, fears, concerns, hopes, or aspirations who decides what the intermediate focus for continuing development will be. Once the area for further development has been identified, the teacher should *also* be able to negotiate how this will be accomplished—the when, where, for how long, in what way, and with whom. Needs assessment extends beyond deciding what.

The teacher in this form of in-service negotiates for the necessary resources and the support and services of the administrator, consultant, or advisor. In the broader school context, where organizational decisions cut across individual teachers, such as scheduling, staffing, pupil deployment, or curriculum design, the principal negotiates with the teacher and the situation is reversed.

Being able to decide what one would like to do without a realistic examination of what it will take to actually do this, is a shallow, if not self-defeating, exercise. This in-service process calls for personal negotiation between the teacher and principal. If the teacher is able to design a reasonable strategy for his/her continuing development, then the administrator must reciprocate with needed support and appropriate recognition of that effort. (The teacher, however, is the primary decision-maker—the one in *control* in this context.) Again, Teacher Corps can contribute much to the further development of the rudimentary concepts of needs assessment now in existence and place teachers and principals in both more responsive and responsible positions for continuing professional development.

Finally, *career development*? Much of what has taken place under the umbrella of in-service might well have been better called "outservice." There is a very considerable "supporting cast" for the classroom teacher in this country. Included in this company of players are various forms of administrators, a wide variety of specialists, numerous consultants, resource and helping teachers, supervisors and advisors and several types of professors. A considerable number of these people were at one time or another classroom teachers—hence in many respects much of their continued study actually served to take them *out* of teaching service rather than improving their skills for remaining *in* a teaching role.

There is simply little career flexibility, let alone upward mobility, in most teaching positions. Until in-service is seen as leading to more prestigious and lucrative teaching roles, many bright and competent teachers will continue their exodus and engage in continuing development programs primarily in terms of career reorientation. There are, in fact, several possible leadership roles which different teachers could assume, especially in a team or collaborative teaching concept. Teacher Corps should continue to bring its resources to bear upon the problem of providing greater career mobility at the teaching level. A number of lead teacher or team leader roles have been piloted, but there is still much that can be done in this area. For example, a teacher educator role to facilitate the job-embedded development of fellow teachers is one leadership role that might be more fully explored. More *instructional* as well as curricular leadership is also needed. Problems? Of course, but that's why we have a Teacher Corps.

In summary, those of you in Teacher Corps have a considerable opportunity to move toward more effective in-service practices. You are in a position to alter more than just the latest content or technology of in-service. New trainers and training materials will continue to come and go. Past history suggests that too few of these make an appreciable difference in actual classroom practice. This paper has attempted to outline a perspective and some basic conditions that should exist if in-service is expected to make a difference. It is within your realm of responsibility to alter those con-

ditions, if necessary. Matters of comfort, consonance, control, and career pattern certainly are appropriate areas of development for Teacher Corps. The needed sense and spirit of exploration called for is embedded within most Teacher Corps Projects. The resources and support for many persons to engage in such creative endeavor is very limited. You are in a privileged position for you have resources to move us forward from what we now know about in-service teacher education. As you well know, it is not an easy matter to operationalize in-service which is more job-embedded, let alone concepts such as more explicit options, role differentiation, or new career patterns that facilitate such activity. Hopefully, therefore, you have more than your share of yet a fifth "c" as well—courage.

Legal Issues For The Handicapped: National and State

Keith L. Curry

I. INTRODUCTION

Much is being said today about the "mainstreaming" of handicapped children. There are, of course, many reasons for this trend, including the results of the efficacy studies in the 1950's and 1960's; the advent of the Normalization Principle from Scandanavia in the late 1960's; and the emphasis in the 1960's on rights of minority groups. Of considerable impact and now coming under discussion are several court cases in recent years which provide a backdrop and an impetus not only for the mainstreaming movement, but also for related developments destined to have an increasing impact on public education in future years.

Over the past six to eight years there have developed three lines of court cases involving the handicapped that have come to be known in laymen's terms as "right to equal education," "right to appropriate placement," and "right to treatment." Of course, in the United States Constitution there are no stated rights to education or rights to treatment for handicapped individuals. Those unspoken responsibilities are automatically delegated to the states. Thus the court cases that have been filed by the handicapped in the above-mentioned areas have relied on the 8th and 14th Amendments to our Constitution. The major justification for finding for the plantiff in the cases to be mentioned has been the *due process under the law* and *right to equal protection under the law clauses of the 14th Amendment*. The 8th Amendment guaranteeing the right of protection from harm based on the prohibition of cruel and unusual treatment has come into play more recently. The court cases to be mentioned are not all-inclusive but are either representative cases or are key cases in their area. A summary of other court cases in the same area may be found in *Mental Retardation and the Law* (April, 1973; January, 1974; September, 1975; and December, 1975).

II. APPROPRIATE PLACEMENT

First to be considered are six court cases that have used the 14th Amendment to guarantee equal education and appropriate placement for state citizens. The first, *Brown vs. The Board of Education* in Kansas in 1954, needs little clarification since it has been widely discussed. Suffice it to say that it was found that separating children on the basis of race in the educational system was a violation of the equal protection clause of the 14th Amendment and the court ordered the schools to stop the practice. The second case is *Hobson vs. Hansen* in Washington, D.C. in 1967 in which Judge Skelly Wright held that the tracking system of educational placement used in the Washington, D.C. schools was a violation of the same clause. The school system in Washington, D.C. had traditionally given a series of progress, achievement, and IQ tests in fourth and sixth grade and then had placed the student either in the honors track, general track, or the special track based on these scores. Judge Wright found a disproportionate number of black students in the special track and concluded that

that was so because of the cultural bias of the tests. He further found that the students so placed were trapped in the track due to infrequent retesting. Judge Wright ordered the tracking system abolished. The Skelly Wright decision in Washington, D.C. was a forerunner of a series of cases stretching from 1967 to 1972 in California that may be categorized as the "Right to Appropriate Placement" cases.

In 1968 the California Supreme Court ruled, in *Arreolo vs. The Board of Education* in Orange County, California, concerning 11 Mexican-American children aged 5 to 18 years. The plaintiffs had sought an injunction to prohibit continuation of special classes for educable retarded children until intelligence tests used in such placement recognized cultural differences among students in general and Mexican-Americans in particular. They also maintained that a hearing should be provided for parents prior to placement of their children in special classes. This case was found in favor of the plaintiffs and the school district was ordered to comply.

In January of 1970 the case of *Spangler vs. The Board of Education* was filed in Pasadena, California. Plaintiffs charged, in U.S. District Court, that there was a racial imbalance in the student bodies and faculties of the Pasadena School District due to conscious practices. One of these practices was interclass groupings based on intelligence tests and teacher recommendations. The result, in the secondary schools, was a higher percentage of black than white students in slower classes at every level. Again, the decision was found in favor of the plaintiffs and the schools were ordered to stop tracking.

In still another case in California in 1970, nine Mexican-American students aged 8 to 13 filed suit claiming misplacement in classes for the mentally retarded as a result of inaccurate testing. They were from Spanish dominant homes and had been tested in first and second grade with the Stanford Binet and WISC intelligence tests. This case, *Diana vs. The Board of Education*, was heard by the U.S. District Court and also was decided in favor of the plaintiffs. Among other things, the court found that all children whose primary language is other than English must be tested in both the dominant language and in English. Such children must be tested using only tests that are not verbally loaded, and minority group children already placed must be reevaluated in their primary language with non-verbal tests. The court also ordered school district psychologists to develop revised IQ tests and norm them on the Mexican-American population.

The last case in this "right to appropriate placement" category is *Covarrubia vs. The San Diego School District* filed in February, 1971. This case involved 12 black and 5 Mexican-American children who were placed in classes for the educable retarded. Relying on the Diana vs. The Board of Education argument of cultural bias in tests, the plaintiffs charged, among other things, that any revision of tests must recognize the cultural influence of the barrio and the ghetto environment. In short, they argued that socioeconomic status must be considered in the building of tests for special class placement. Again, the court agreed.

III. RIGHT TO EDUCATION

Moving outward and shifting to another line of cases that have been commonly called the "right to education of the handicapped," three major cases will be considered. The first case is *The Pennsylvania Association for Retarded Children and Nancy Bowman vs. The Commonwealth of Pennsylvania* in 1971. In essence the plaintiff charged that while Nancy Bowman was capable of being educated in the public schools there was not an appropriate class for her in the public schools in her school district and thus the state was denying her an appropriate education. The Pennsylvania Association for Retarded Children joined her on behalf of all retarded who were excluded from

school and brought in testimony of a number of leaders in the field of special education. This case is now considered a landmark for rights of the handicapped and is often cited. Suffice it to say that in the face of overwhelming evidence by experts the State of Pennsylvania acquiesced and the district court ordered that all mentally retarded children in Pennsylvania be afforted access to a free public program of education appropriate to their learning capacities. One of the more important principles affecting our schools today was reestablished by the court in the Bowman vs. Pennsylvania case. That is, the court reaffirmed the "least restrictive environment principle." The court found that in providing an appropriate placement for retarded children that regular class placement was preferable whenever possible to special class placement; and further, that special class placement was preferable to institutionalization. Thus, we have one of the legal forerunners to the mainstreaming movement. In addition, the court mandated that when a child must be institutionalized, the child's school district must be involved in the educational programming. This case was tried in District Court in Pennsylvania.

In 1972, in Washington, D.C., the Bowman Case was used as a precedent and was expanded in *Mills vs. The Board of Education* of the District of Columbia. Here, the district court ruled that the Board of Education must provide public education to all handicapped children to the same extent that it does for "normal youngsters." The court thus extended the Pennsylvania decision to include all handicapped children, whether suffering from mental, behavioral, emotional, or physical handicaps, and stated that appropriate education must be provided regardless of severity of handicap. Judge Joseph C. Waddy ordered the school district to place the plaintiffs in an appropriate program. He further held that the defendants could not refuse to do so based on a claim of insufficient funds. He stated, "If sufficient funds are not available to finance all of the services in programs that are needed and desirable in the system, then the available funds must be expended equitably in such a manner that no child is entirely excluded from a publicly supported education consistent with his needs and ability to benefit therefrom. The inadequacies of the District of Columbia Public School System, whether occasioned by insufficient funding or administrative inefficiency, certainly cannot be permitted to bear more heavily on the 'exceptional' or handicapped child than on the normal child." (Mental Retardation and the Law, April, 1973).

The third case in the right to education series is *Reid vs. The City of New York* (1973). This suit was originally filed by parents of brain damaged children because their children had been determined eligible for a special class but had not been placed. Following a series of appeals and legal maneuvers the case was turned over to the New York State Commissioner of Education who decided that there were a number of deficiencies in the way the educational authorities had implemented the educational law. In brief, he ordered that all handicapped students be placed in appropriate public or private school classes; that home instruction be carried out wherever necessary; that proper procedures be followed in determining who would be excluded from classes; and that waiting lists be eliminated and more extensive programming for older students be implemented.

IV. RIGHT TO TREATMENT

The third line of background cases - "the right to treatment cases" - until recently has had only a tangential effect on the public schools. This effect, however, is now accelerating. The first of these right to treatment cases occurred in Alabama in 1971 and was known as *Wyatt vs. Stickney*. Over a long process of appeals it was changed to *Wyatt vs. Adderholt* and now is *Wyatt vs. Harding*. Litigation began when the state dismissed employees of a hospital for the mentally ill. The employees filed

suit claiming that their dismissal would deny patients their constitutional right to treatment based on the equal treatment clause to the 14th Amendment. The case was then amended to include residents at other state institutions both for the mentally ill and the mentally retarded. Thus it became known as *"The Partlow Case"* since Partlow State School is a major institution in the state designed to rehabilitate the mentally retarded. In this case Judge Johnson invited the United States to participate as *amicus curiae* along with the American Psychological Association, the American Orthopsychiatric Association, the American Civil Liberties Union, and the American Association on Mental Deficiency. He further asked them to provide expert assistance and testimony. In 1971 the court found that the defendants had failed to provide minimum standards for adequate treatment and habilitation. In 1972 the court issued an order to the state to bring Partlow up to standards which would at least protect the physical safety of its residents. In May of 1972 the Alabama Mental Health Board and Governor George Wallace filed an appeal in this case to the U.S. Court of Appeals for the 5th Circuit. This appeal and a series of others has caused a delay of over 23 months. But in November of 1974 the Court of Appeals in a unanimous decision held that the Constitution guarantees persons civilly committed to state institutions the right to treatment. This treatment includes the right to habilitative education. The State of Alabama has not appealed the decision to the United States Supreme Court, thus the circuit court's decision stands. The Court of Appeals has since buttressed this decision in June of 1975 in *O'Connor vs. Donaldson* in the State of Florida.

The next case began as *Paresi vs. Rockefeller*, popularly known as *"Willowbrook"* and currently is *The New York State Association of Retarded Children vs. Carey*. The Willowbrook Case was begun in 1973 and a final consent decree was reached between the plaintiffs and the state in April of 1975. While the consent decree covers 29 single-spaced pages and sets forth standards in 23 areas to guarantee protection from harm for the Willowbrook residents, the following are some of the ripple affects that will directly impinge on the public schools in the state. First, while the consent decree applied only to Willowbrook and several neighboring institutions, Governor Carey in a memorandum to the State Department of Mental Health, has ordered that the same standards be applied to all state institutions for the retarded. Secondly, Judge Judd based his findings on a right to protection from harm which in turn was based on the prohibition of cruel and unusual treatment guaranteed by the 8th Amendment. Historically courts using the 8th Amendment as a basis for decisions for protection from harm in institutions had acted only to eliminate conditions which were especially inhumane or shocking. They had not taken the role of actively suggesting standards that would improve the lot of the clients. Judge Judd, however, took a proactive role and accepted the plaintiffs argument that in an institution for the retarded the condition of the individual cannot remain static. To remain static would mean to deteriorate. Thus Judge Judd moved to insure the provision of the full range of affirmative rights to treatment which had formally been guaranteed by courts using the 14th amendment. This means the mentally retarded now have a second major constitutional argument based upon the 8th Amendment. Thirdly, the primary goal of Willowbrook and thus other institutions for the retarded in the state will be the preparation of each individual resident for development of life in the community at-large whenever it is permitted by individual capabilities. Fourth, educational programs for all residents must be provided according to their specialized needs. Fifth is the reduction of sleeping and living units to no more than 8 residents per unit. Sixth is the overall reduction of Willowbrook to 250 beds within six years. These are only a few of the mandates set forth in the Willowbrook consent decree. However, there is tremendous potential impact on the public schools of the mandate for moving residents back to the community wherever possible, the reduction in size of the state institutions, and the mandated provision for educational services.

V. SUMMARY

The results of the court cases mentioned are potentially far-reaching. There have been several legal cases in the areas of appropriate placement, right to education, and right to treatment that now have and will continue to have a significant impact on the public schools. Some court cases have held that prior to placement in special class, students must be diagnosed with tests which take into consideration their cultural background, including language and socioeconomic status. In addition, they must be tested primarily in their dominant language. Their parents must be given opportunity to attend a hearing prior to placement and to be represented by counsel and present their own expert testimony on the abilities of their child. All handicapped children must be educated at the expense of the state regardless of the severity of handicap and lack of money cannot be used as an excuse to deny this education. Further, the education provided to handicapped children should at all times follow the "least restrictive environment" principle. Thus, institutions must be reduced in size manyfold and must have as their goal preparing their residents for return to the community at-large whenever possible. Those residents remaining within the institution must be provided educational programs.

Following are some of the major changes which can be expected from these judicial mandates:

1. More and more borderline and mildly retarded students, especially those from minority groups, will remain in regular school classes due to the diagnostic restrictions imposed by the courts.
2. More and more mildly retarded who have been placed in special class will be returned to regular class due to the least restrictive environment concept. That is, mainstreaming will accelerate.
3. The public schools will receive increasingly lower functioning students in the moderate to severe categories of mental retardation from institutions to educate within the public school confines.
4. Public schools will be mandated to be involved in the educational programming of those students from their districts who for whatever reason must remain in the institution.

While the Board of Regents of the University of the State of New York in its Position Paper No. 20 (1973) encourages more adequate diagnosis and placement of children, more contact with "normal" children, more involvement of parents in the placement and educational process, and education at an earlier age for the handicapped, legislative mandates have been slow in developing. However, states across the country, either in the face of suits filed on behalf of the handicapped or to prevent such suits being filed, have passed legislation providing for changed and expanded educational opportunities for the handicapped in all of these areas. Of course, Congress passed, and President Ford signed, on November 29, 1975, the "Education for all Handicapped Children Act of 1975" (P.L. 94-142). While this bill has been called a civil rights bill for the handicapped, and it does take into account all of the above-mentioned areas, it is primarily a permissive funding bill rather than a mandating bill. President Ford, when he signed it, made clear his doubts about the probability of the federal government funding it in the near future.

It seems inevitable, not to say desirable, that handicapped children in all states be afforded the same expanded services and due process rights mandated by courts and legislatures in other states. Joint planning is needed between regular education and special education in order to facilitate the transition which is coming.

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Section II

One of the ways in which the New York State Teacher Corps Network has sought to encourage both the development of individual projects and the enhancement of collaboration among the various projects in the state is the sponsoring of sessions focused on problem identification and strategy development. The results of several such meetings are presented in this section in the hope that the insights gained through these collaborative efforts might be of some help to the reader.

The first paper presented in this section, authored by Alfred J. Cali of the State University of New York at Albany, discusses reflections on certain issues that were raised at a three day workshop for project directors, team leaders, and participating principals. This paper also contains a detailed report of a meeting that was held during the workshop for the purpose of examining issues of change and their implications for the roles of principal, program development specialist, and team leader.

The second paper contained herein was written by Lewis J. Sinatra, Teacher Corps, State University College at Buffalo. It presents the results of another meeting held during the above cited workshop. Meeting participants were Teacher Corps project directors and principals of schools which are presently cooperating in New York State Teacher Corps projects. The directors and principals first generated a series of central problems concerning Teacher Corps' continuing efforts to foster change in schools. The group then priority ranked the problems and spent the remainder of the session discussing strategies for dealing with them.

The third paper which appears in this section was also developed by Sinatra and contains the results of a meeting of special educators who are presently participating in the various New York State Teacher Corps projects. The participants at this meeting attempted to reach consensus concerning the types of assistance special educators can best contribute to the development of regular classroom teachers who can effectively teach children with wide ranges of individual characteristics.

The final paper presented here was authored by John Mallan, Teacher Corps, Syracuse University. It reports on the endeavors of a group composed of certain New York State Teacher Corps personnel and a number of consultants. This group is attempting to foster the development of a prototypic program for involving parents and professional educators in linking the in and out of school environments of children. The paper presents a strong rationale for such a program, key issues involved in this type of developmental work, and a series of action oriented recommendations.

Some Thoughts on the Change Process and Emerging Teacher Corps Roles

Alfred J. Cali

The New York State Teacher Corps Network conducted a workshop for project directors, team leaders, and participating principals in New York City from March 31 through April 2, 1976. This report begins with an overview of certain issues that were discussed and insights that were gained through participation in the workshop. The report then presents a detailed view of the summary session of the three day meeting.

It was quite obvious that an underlying theme pervaded the workshop. The theme, while related to the topics of the agenda, seemed to be more of an independent notion or operating imperative held by the participants themselves, a concept of shared commitment. This feeling seemed to go beyond the usual sharing and mutual support of staff, one to the other at the project level. It manifested itself as a larger ideal, a sense of "we're all Teacher Corps and what works helps us all to accomplish our goals, wherever we are."

As a result, much sharing of information regarding problems, dilemmas and successful resolution techniques emerged at virtually every turn during the conference. For example, the meals weren't really breaks, they were more changes in the process style than anything else.

Change was dealt with in a number of ways during the workshop. *Change* in its broadest sense pervaded the conference — as a process to be managed, as an outcome affecting the functions and identities of persons and institutions, and as a conviction or a tonal quality required to assure project effectiveness.

A great deal of attention was given to the proposition that change is not necessarily beneficial, since even regression is change. To be assured of reasonably beneficial effects the phases of change need to be anticipated and its impacts need to be discerned. The change processes need to be managed and consciously goal-directed. With this recognition, a fundamental question with respect to Teacher Corps projects was:

To what extent can and must all personnel in Teacher Corps become familiar with the subtle effects of change upon themselves and others; and, become skilled in the management of change, not only as an obligation for their work with others but also as a personal professional obligation?

Part of this concern was closely interwoven with particular problems related to project goals and operations within host school environments. Much attention was given to what might be called the "ethical considerations" facing change agents when project needs appear to conflict with the needs of the overall school or educational program, at least by the interpretation of incumbent functionaries. Procedural inadequacies were cited as frequent barriers to problem resolution as frequently, in fact, as were chasms in belief or philosophical position held by those involved or affected by the change activity.

A second aspect of the change discussion centered on modifications of non-Teacher Corps facets of cooperating institutions and personnel, merely as a result of the presence of an ongoing project activity. In most cases comments were made citing the increasing voluntary involvement of other per-

sonnel in the use of facilities or resources developed for projects, but made available informally as an adjunct to the dissemination impetus of Teacher Corps projects. Frequently such contacts evolved as voluntary ancillary cooperation in project activities or support for project interests in other decision-making frameworks. Some gains have been made in the support for project intents as legitimate organizational goals wherever this type of cooperation has emerged. Teacher Corps staff are frequently called upon to function as informal, sometimes formal, advocates of those who seek change or opportunities for invention at the classroom or teaching resource level, whether or not the change is project related. The ability to sense when and how to operate on the "edges of project activity" without stimulating negative responses from the normal processes of the host institutions is a vital skill needed by all Teacher Corps personnel, certainly all those in staff leadership positions. The design for project positions is increasingly subject to this need for skill in change advocacy as project activities become more subject to institutionalization tendencies within host agencies. This is no time to be clumsy.

The imperative for this type of skill is undeniably apparent when the institutionalization process is analyzed. The process requires that all aspects of an organization that are touched by the process must be modified to some extent to guarantee proper fit. Thus, Teacher Corps itself will need to change, even as it changes others, to assure that the institutionalization process occurs. The success of the process will rest with the careful determination of what aspects can be modified without abandoning the fundamental concepts that make Teacher Corps worthwhile and, sensing the degree to which such concepts can be altered without destroying them. This process requires the recognition that the same conditions exist for all other parties to the transaction. Thus, conceptual differences could lead to confrontation at unexpected points in the "fitting phase." A major skill required of all those who would lead constructively is the ability to assist others to determine when and how gains can be made in resolving what may appear to be unresolvable issues. Some call this skill "conflict management," others refer to it as "ameliorative leadership." In either case it emerges as a substantial skill need. It should be dealt with as a helping skill, not as a crisis resolution skill. Practitioners of invention and change, especially those dedicated to humane processes and proactive with respect to human advancement, must be exceptionally skillful in this regard.

All the information we have points to the fact that human change is complex at best and when the processes rely upon persuasion and honest objectification of issues and positions the complexity is virtually overwhelming. Frequently the protagonist discovers himself, or is discovered by others, to be the largest barrier to a given needed movement. The artifacts and symbols of our current conditions bear subtle obligations upon us all.

How do we help others and at the same time help them to help us without losing authenticity and credibility in their and in our own eyes is a mind-bending task. Simplistic solutions have a special appeal when the burden becomes oppressive, and it usually does just before the next step to progress comes into view. Is that where we are, just before the next step? Do the recognitions that we need greater flexibility signal that we are beginning to make meaningful attachments to the on-going institutions to which we must respond? Or, are we being co-opted into picking up obligations that will make us more acceptable but less productive in behalf of learners and the changes we know are needed? There is some evidence that projects devoted to change and implementation are usually more likely to be changed than they are to the changers of the host agency. What are the marker buoys for effective navigation through these dilemmas?

The remainder of this paper focuses on the summary session of the workshop. This session dealt

directly with issues of change now facing Teacher Corps through the medium of role analysis applied to three critical project roles.

The session opened with a general discussion of what Teacher Corps is all about, including concern for its effects at both the local and national levels. The presentation included a brief summary of some insights pertaining to project impacts upon schools as developed in Dale Mann's article, "The Politics of Training Teachers in Schools," published in the *Teachers College Record*. The question that arose was whether the primary purpose of a Teacher Corps project was to *change a site* or to *demonstrate change at a site*. The primary question seemed to be a matter of scope for the project itself, as well as a guideline for the extent of intervention that could legitimately be expected of the project staff by the school leadership as a result of project activities.

Whether or not national level outcomes could be assumed to be met as a consequence of the accumulated fallout of local level project success, or whether it implied moving to new levels of activity and more comprehensive goals, was left as an open question. National level priorities and professional identity needs were suggested but not developed. However, the *site-change* dilemma seemed to be of great consequence to participants, if for no other reason that it implied boundary line distinctions for some and limitations for others; thus it served as an unresolved point of concern within the group. Interestingly, the principals did not seem to be as concerned about the distinction as were project staff. It was proposed that a successful project would necessarily have to outrun "the boundaries," whereas an unsuccessful project could be tolerated only as a controlled resource appendage to the overall school operation. "Teacher Corps isn't the only thing in our lives," as one person put it.

Participants were divided into three groups and charged with the task of developing role descriptions for principals, team leaders and program development specialists. Each group was assigned a role and urged to "develop functional descriptions that would reflect the position as it will be, not as it is now." In addition, the groups were urged to state the positions in operational terms if at all possible, and to be prepared to report and discuss the position assigned with the whole group upon reconvening.

Each group dealt with the task in their own way and reported in their own format. Each role is reported here largely as presented and comments pertinent to each are included with the group report in a summary section on each role.

Role and Functions of the Principal

The principal was viewed with two role perspectives in mind, these being that the principal's functions would include things that the principal would *do* and things that the principal would *provide for* even though they might be done by others. The assurance of accomplishment or ultimate accountability would continue to rest with the principal in any event, thereby assuring full role performance.

The principal will:

1. provide instructional leadership through coordination and supervision,
2. provide for curriculum and program development,
3. recruit staff and provide training,
4. interact with community groups and seek school involvement from them,
5. stay attuned to, and have the school address itself to the needs of the community in which it is involved,
6. deal with political realities including school system superordinates to accomplish desired changes,

7. provide for the accomplishment of necessary, managerial tasks, and
8. seek to continually improve professionally.

In summary, it was pointed out that the principal's role and functions would be very much related to individual leadership style and the capability of the principal to utilize the talents and energies of staff, especially in a project school setting where capable staff resource persons would surely be available. Conflicts regarding authority would most likely be the results of personal inadequacies or breakdowns in communications rather than role conflict per se. A carefully developed and monitored delegation process should be initiated early in the project relationship, including a predescribed procedure for dealing with discrepancies in the process and in role performance and interaction.

Role and Functions of the Program Development Specialist

The role and functions of the program development specialist were offered in the light of several changes that either have occurred, are occurring, or are seen as likely to occur due to emerging needs. A first instance includes the change of the *program development specialist* (PDS) from a specialist to a generalist charged with the coordination of the total Teacher Corps program and serving as an administrator and an instructional leader. The base of the PDS role would derive from the interface between the college and the project school, functioning through a strong school level Program Development Committee on a team basis. Thus, the credibility of the university person would be transferred through the PDS to the Committee itself.

The program development specialist might be re-titled as program development instructional leader and would function as:

1. facilitator, a "finder" of coursework modules, resources,
2. needs assessor,
3. instructional leader,
4. mediator between school and university,
5. coordinator of the total program,
6. information source for policy-making, providing input to policy making bodies,
7. liaison-communicator to principal, superintendent and department heads,
8. administrator and on-site coordinator for the project and the LEA, and
9. historian of the project

In summary, it was pointed out that the PDS of the future would have to be politically astute, at least as far as "school politics" are concerned, and should be capable of dealing as a liaison between the administration, the project, and the union leadership. The PDS should possess flexibility, credibility and high-order survival skills within a multi-organizational setting.

Role and Functions of the Team Leader

The role and functions of the team leader were considered within the framework of a single general obligation, that being to *help the principal to function as the teacher facilitator and in-service leader and to relieve the principal of project related obligations that would prohibit the principal from being involved in critical activities*. This objective was closely related to the observation that the success of a team leader would be minimal without the direct involvement of the principal and that the team leader needs "authority" to function. This could be authority of his own or that gained working through the principal. The latter course of action was seen as the most reasonable and most consistent with Teacher Corps intentions.

Team leaders were described as needing to have the ability to be competent *facilitators*, able to expand the capabilities of people to function within the organization. They should be competent *interpreters*, capable of translating theoretical concepts into operational terms and *innovative* enough to assure operational applications of new knowledge and techniques. They must be persuasive and function as *advocates* of the advocators of change within the school, and *influential* enough to affect positively the leadership of the system. They should be capable of directly integrating university and school capabilities, functioning as *credible professional* resources in their own right, but also as effective *resource coordinators*, particularly as this has a bearing on quality instruction.

The team leader should function as a(an):

1. advocate,
2. mediator,
3. coordinator,
4. resource accumulator,
5. demonstrator,
6. organizer, and
7. interpreter.

In summary, during the analysis of the organizational milieu in which a team leader works and is assumed to be working in the future, it was noted that the team leader needs to function as an influential person within a larger organism of his own. It was pointed out that there is a biological analogy for such a condition called a "syncysium," a one-celled organism with several nuclei within a common protoplasm. Thus, each nucleus affects the protoplasm, but does not wholly control it as would a single cell-one nucleus organism.

Continuing in this spirit and only partially in jest, the group questioned the term "leader," noting the inadequacy of the term in the light of commonly held stereotypes and the actual impact desired for the position as described. It was suggested that a 'nonsense' title might be a useful device, at least for purposes of consideration. The term "EXXILATOR" was posed, drawing on the experience of the Exxon Corporation in its name search. But, subtle forces from the past bore down on the group and soon the position was re-titled "EXXILorATOR," in recognition of the fact that the position is expected to enliven Teacher Corps project processes and personnel, a functional catalyst role as it were.

It was obvious to the whole group that words and their meanings do affect how people see and react to each other and to role-incumbents. It was also obvious that descriptive titles delineating responsibilities are difficult to invent especially when the nature of an activity is based largely in shared responsibility and leadership. It is quite apparent that Teacher Corps personnel may need to invest heavily in experiences that will cause them to develop *collaborative leadership* skills and insights, a difficult thing to do when all the available models for organizational leadership are singular, relying only upon the hazy notion "cooperation" to describe shared activity. Even the project funding mode is singular - relying upon a single LEA, rather than being a jointly assured project contract involving several co-equal LEA's.

And In Conclusion . . .

The obvious overlap in the functions served to accentuate the proposition that territorial concerns are probably not going to be resolved by descriptive or functional titles or role definitions. The "hands-off" or mutual obligation spectrums that fall somewhere between position descriptions are of

vital consequence to the effective operation of stimulative and helping acts that need to be performed. It is very likely that the best that can be hoped for is an accurate description of expected outcomes that pertain to a given role incumbent, whatever the title, with some specification of the accountability standards that will apply and the time frame in which they will be exercised.

Comparability between titles from project to project will be highly variable, based more on the general role orientations than upon particular functional responsibilities. All project position holders will need to clarify the basis upon which operating credibility and functional authority is established for each position, noting that the argument for line authority other than that deriving from project management requirements are highly questionable. Stimulative leadership, deriving its "authority" from persuasive competence rather than organizationally allocated status and power allocation is very difficult. But that is what Teacher Corps is all about, assuring its thrust through competence and measurable outcomes as compared to more traditional directive components of leadership.

Workshop participants include: Etta Beard, Team Leader, Teacher Corps Project, Syracuse University; Kenneth H. Blanchard, Professor, School of Education, University of Massachusetts; George Blount, Assistant to the Director, Teacher Corps Project, Bank Street College; Alfred Cali, Professor, State University of New York at Albany; Elizabeth Chafetz, Team Leader, Teacher Corps Project, State University College at Potsdam; Freda Christ, Team Leader, Teacher Corps Project, State University College at Buffalo; Paul Collins, Executive Secretary, New York State Teacher Corps Network; Benny Constantino, Principal, School No. 3, Buffalo Public School System; Shirley Davis, Team Leader, Teacher Corps Project, Teacher's College, Columbia University; Ross Elcott, Cooperating Teacher, Mt. Peasant High School, Schenectady, New York; Robert Elmes, Associate Professor, State University College at Buffalo; Jack Ether, Director, Teacher Corps Project, State University of New York at Albany; John Garafalo, Principal, I.S. 137, New York City School System; Milton Gold, Assistant to the Executive Secretary, New York State Teacher Corps Network; Eugene Hannah, Principal, Danforth Public School, Syracuse, New York; Harold Hedges, Principal, Jefferson Elementary School, Massena, New York; Martin Levine, Assistant Principal, P.S. 144, New York City School System; William Licata, Director, Teacher Corps Project, State University College at Buffalo; Sylvia Milstein, Team Leader, Teacher Corps Project, Bank Street College; Nancy Ortolano, Team Leader, Teacher Corps Project, State University College at Buffalo; Mirian Ortiz, Team Leader, Teacher Corps Project, New York City Board of Education - Office of Bilingual Education; Anthony Parisi, Principal, Mt. Pleasant High School, Schenectady, New York; Martin Rabinowitz, Team Leader, Teacher Corps Project, Teacher's College, Columbia University; Daisy Reed, Director, Teacher Corps Project, Teacher's College, Columbia University; Wilbur Rippy, Director, Teacher Corps Project, Bank Street College; Mirnerva Rodriguez, Team Leader, Teacher Corps Project, Fordham University; Felton Salyes, Director, Teacher Corps Project, Syracuse University; Lewis Sinatra, Associate Director, Teacher Corps Project, State University College at Buffalo; Lourdes Travieso, Director, Teacher Corps Project, New York City Board of Education - Office of Bilingual Education; Harry Tryon, Program Development Specialist, State University of New York at Albany; Anthony Vilhote, Associate Director, Teacher Corps Project, Fordham University; Alan Wheeler, Director, Teacher Corps Project, State University College at Potsdam.

Fostering Change

Lewis J. Sinatra

The present Teacher Corps emphasis on in-service teacher education has increased the need for close collaborative relationships between Teacher Corps project staff members and participating school principals. It is presently quite clear that the school principal, who is the instructional leader of his/her school building, must be a central figure in any process aimed at significantly changing the teaching behaviors of teachers in that building. In an effort to reinforce onsite collaborative relationships and to provide a setting within which to discuss common priority problems, the New York State Teacher Corps Network sponsored a meeting of project directors and participating principals. The session, which was entitled, "Fostering Change," was held in New York City on April 1, 1976.

The meeting was attended by: George Blount, Assistant to the Director, Teacher Corps Project, Bank Street College; Alfred Cali, Professor, State University of New York at Albany; Paul Collins, Executive Secretary, New York State Teacher Corps Network; Benny Constantino, Principal, School No. 3, Buffalo Public School System; Jack Ether, Director, Teacher Corps Project, State University of New York at Albany; John Garafalo, Principal, I.S. 137, New York City School System; Milton Gold, Assistant to the Executive Secretary, New York State Teacher Corps Network; Eugene Hannah, Principal, Danforth Public School, Syracuse, New York; Harold Hedges, Principal, Jefferson Elementary School, Messena, New York; Martin Levine, Assistant Principal, Public School No. 144, New York City School System; William Licata, Director, Teacher Corps Project, State University College at Buffalo; Anthony Parisi, Principal, Mt. Pleasant High School, Schenectady, New York; Daisy Reed, Director, Teacher Corps Project, Teachers College, Columbia University; Wilbur Rippy, Director, Teacher Corps Project, Bank Street College; Felton Salyes, Director, Teacher Corps Project, Syracuse University; Lewis J. Sinatra (Chairperson), Associate Director, Teacher Corps Project, State University College at Buffalo; Lourdes Travieso, Director, Teacher Corps Project, New York City Board of Education—Office of Bilingual Education; Anthony Vilhote, Associate Director, Teacher Corps Project, Fordham University; and Alan Wheeler, Director, Teacher Corps Project, State University College at Potsdam.

In line with this meeting, the directors and principals undertook the following tasks:

1. The determination and ranking of common priority problems as concerns school-project collaborative activities, and
2. The development of possible strategies for dealing with the stated problems.

The group delineated eight problem areas, ranked them, and then spent the remainder of the session discussing strategies for dealing with several of the identified areas of concern. The problem areas are listed below in order of their priority ranks. Following the statement of each problem area that was discussed, appears a summarization of the group's reaction to it.

Problem Area:

1. Release time for teachers participating in Teacher Corps staff development activities.

Summarization:

The group saw release time for in-service teachers who participate in staff development activities as a preeminate area of concern. This is due to the fact that release time seems to be the most logical

and lasting reward system presently available. While it is true that Teacher Corps staff members and school administrators should endeavor to inspire teachers to participate in in-service education programs, people cannot live on dedication alone. Therefore, the group endorsed the Teacher Corps national office in its efforts to achieve a situation in which Teacher Corps projects could provide the resources necessary to release teachers from classroom assignments in order that they might pursue staff development activities. However, the endorsement is a cautious one because Teacher Corps projects are temporary demonstration vehicles. Thus, if the innovations which these projects achieve are to be lasting, local agencies must be able to implement them after projects cease to exist. A salient point was made as concerns the ability of a principal to achieve a situation in which a limited release time program can be implemented in his/her school building. Although principals must live within the terms and conditions of teacher contracts, these terms and conditions can often be bent (not broken), if there is general agreement in a given school building that the bending is done for educationally sound reasons. Therefore, it seems apparent that school principals who enjoy positive relationships with their staffs can deal, at least in a limited manner, with the release time situation.

**Problem Area:*

*2. The wants, needs, and problems of the school principal in light of growing emphasis on the principal's role as the educational leader of the school.

Summarization:

The group saw a need for some kind of support for principals who are attempting to foster educational change in their school buildings. There was general agreement that the attitude of the school principal toward change is pivotal. However, where positive attitudes are present there still remain differences in the areas in which various principals operate most effectively. For instance, some principals who are positively oriented toward staff and program development prefer to be central figures in the actual in-service instruction that takes place in their school buildings. Conversely, other principals who also have positive attitudes toward staff and program development operate most effectively by helping to plan for the in-service activities while playing lesser roles in the actual instruction and attending more to the management dimension of the principalship. In both cases the principal-director group felt that some additional onsite help is highly desirable, either in the form of someone to assist with management activities or with in-service instructional activities. Therefore, the group endorsed the notion of Teacher Corps making some project funds available to hire onsite support personnel to assist cooperating principals in fostering educational change in their school buildings. Furthermore, there should be enough flexibility with respect to the use of these funds so as to insure that the support personnel hired at specific school sites complement the role orientations of the principals at those sites.

**Problem Area:*

3. Maintaining the motivational levels of:
   a) teachers who *cooperate* with Teacher Corps projects by working with interns, and
   b) teachers who *participate* in Teacher Corps staff development activities.

Summarization:

As is stated in the summarization of the discussion of problem area 1, above, the group felt that while Teacher Corps staff members and school administrators should endeavor to inspire teachers to participate in in-service education programs, people cannot live on dedication alone. Presently, the

*The three starred problem areas received equal rankings.

most widely used rewards are in-service and graduate credits through which teachers can gain salary increase and/or permanent certification. This system has a number of drawbacks. First, it is temporary in nature in that when participating and cooperating teachers reach maximum number of credits that are reimbursable in line with their contracts, the reward system ceases to exist. This is an especially important consideration at the present time when attrition rates of school faculties are declining and when the faculty expansion rates of the sixties are but memories. Other problems with the use of graduate and in-service credits as motivators for teacher participation in staff development activities include the materialistic emphasis that these rewards encourage and the fact that activities which are carried out for extraneous rewards seldom seem to become part of the ongoing program in a school.

In light of the above types of considerations, the director-principal group strongly favored the use of the more programmatically integral release time approach to the question of rewards for participating and cooperating teachers. See the summarization of the discussion of problem area 1.

**Problem Area:*

4. Implementing performance based assessments in the classroom.

Summarization:

Group discussion concerning this problem area centered around two dimensions. First, Teacher Corps project staff personnel must foster the development of high levels of trust and credibility with cooperating and participating teachers. Second, it must be made clear to all parties concerned that performance based classroom assessments of cooperating and participating teachers by Teacher Corps personnel are intended solely to help these teachers improve their teaching abilities and are not part of the supervisory design that the school system uses in assessing teacher effectiveness.

Problem Area:

5. The implementation of curriculum development activities and the establishment of resource centers within participating schools in those Teacher Corps projects which do not have a "Training Complex" thrust.

Summarization:

The group agreed that there is sufficient flexibility within the Teacher Corps budgetary system to allow for these types of changes. Maximizing project development is a central goal. Therefore, shifting funds within a project budget in order to accommodate activities that were not originally reflected in the budget but are, at a later time, determined to be necessary for healthy project development, seem to be quite in order.

Problem Area:

6. The role of site coordinator and its impact on participating schools.

Summarization:

Although the specific role of site coordinator may not be part of future Teacher Corps projects, the group did see the need for some support in this area. See the summarization of the discussion of problem area 2.

Problem Area:

7. The integration of pre- and in-service teacher education with each other and with the education of paraprofessionals.

Summarization:

The group did not have time to specifically discuss this problem area.

Problem Area:

8. Authority problems of Teacher Corps staff members who are charged with supervising the performance based instruction of in-service teachers but who do not have supervisory status within the participating school system.

Summarization:

Although the group did not have time to directly discuss this problem area, the discussion of problem area 4 partially addresses the issues involved here.

Reinforcing the Infrastructure of the Regular Classroom

Lewis J. Sinatra

Over the past decade increasing public and professional concern has been focused on two groups of students in our public schools. These two groups are: the growing number of students in regular classroom situations who fail to demonstrate appreciable gains in achievement and those students who could profit from regular classroom experiences but who are segregated into special classrooms. Teacher Corps has for several years, now, responded to this situation by incorporating a diagnostic-prescriptive component into proposal guidelines. In line with this component, individual Teacher Corps projects are called upon to demonstrate strategies through which local institutions can help pre- and in-service regular classroom teachers develop diagnostic-prescriptive teaching competencies which will enable them to effectively teach children with a wide range of individual characteristics.

In discussing the problem of increasing the diagnostic-prescriptive teaching skills of regular classroom teachers, the question of what types of contributions can special educators make to this process inevitably arises. In an attempt to begin to develop a definitive answer to this question the New York State Teacher Corps Network sponsored a meeting of those special educators who work with the various Teacher Corps projects in the state. The session which was entitled, "Reinforcing the Infrastructure of the Regular Classroom" was held in New York City on February 19, 1976.

The meeting was attended by: Mary Costanza, Teachers College, Columbia University; Keith Curry, State University College at Buffalo; Shirley Davis, Teachers College, Columbia University; Hannah Flegenheimer, Teachers College, Columbia University; John Hicks, Fordham University; Oliver Nikoloff, State University of New York at Albany; John Nixon, State University College at Potsdam; Gail Phillips, Fordham University; Ann Schafer, Bank Street College of Education; and Lewis J. Sinatra, State University College at Buffalo, Chairperson.

Session participants reached consensus that special education personnel could be of assistance in reinforcing the learning environment of the regular classroom by making contributions in the following areas:

1. *Classroom organizational skills having to do with individualization of instruction* —
   Special educators could help regular classroom teachers develop and implement classroom organization systems that would accommodate and foster increased individualized instruction.

2. *Assessment of children's learning skills* —
   Preparation programs for special education teachers strongly emphasize assessment of children's learning styles, interests, abilities, and disabilities. In light of this, special education personnel should be able to help regular classroom teachers develop increased skills in these areas.

3. *Translation of assessment findings into instructional strategies* —
   Regular classroom teachers seem to have fairly solid backgrounds in various methods of instruction. Special educators should be able to help these teachers tighten the linkages between assessment findings and instructional prescriptions.

4. *The use of various behavior management techniques* —
   These techniques would encourage more personal interaction and more positive attitudes toward learning in the regular classroom setting. Examples of these techniques include: behavior modification, group process learning, and various approaches to counseling.

5. *Understanding and acceptance of the principles of a psychology of difference* —
   The intent here is to work with the regular classroom teacher in breaking down stereotypes and building increased sensitivity to and empathy with individuals whose life situations make them in various ways different.

In addition to agreeing upon the above-cited areas of contribution, the group also concluded that programs geared toward reinforcing the infrastructure of the regular classroom should include strong emphases on working with the community, and with and through school administrators. In addition, the group agreed that it is more difficult to implement programs of this type on the secondary school level due to the organizational structure and curricula of secondary schools.

Finally, this group of special educators concluded that *initial* implementation of these kinds of programs will necessarily involve the expenditure of additional funds. In light of local and state budget situations, Teacher Corps assistance would seem to be definitely needed if progress is to continue.

Linking Educational Environments

John Mallan

The rhetoric smothering community and exceptional child components of some Teacher Corps projects often results in providing more shadows that substance. Sometimes by design and sometimes by happen-chance a project or network can break through the rhetoric and buzz words and come to grips with substantive issues; in this case, substantive issues involving how the community component and exceptional child component of Teacher Corps projects functionally relate.

A comment made by a parent after a community board meeting ignited an effort to deliberately change both the structure and roles involved in a number of components. The comment, "When you have an exceptional child, you usually find an exceptional family. . . a family which needs help just as the teachers need help in meeting the needs of the kids as well as the needs of themselves. What can the Teacher Corps do about this?"

At first the project staff discussed and buzzed the spark until it almost became another "ash" in the can. Fortunately the parent didn't let up and soon a concerted effort was made to move from the shadows into some substance.

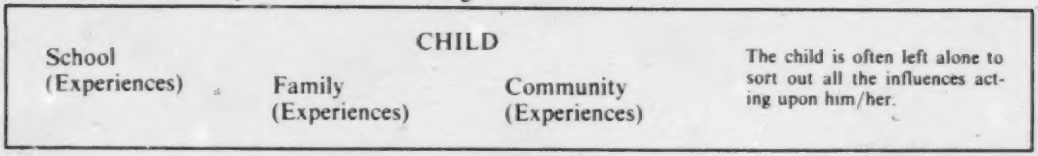
We defined the "Exceptional Child" as *any* child who does not demonstrate, on school cue, behaviors (academic or social) which the school perceives to be the norm. We stopped talking about learning disabilities *per se* and about the low ability-youngster. Rather, concern started to focus on whether or not expected performances had been demonstrated by the child in the school setting. A child may have, in fact, learned and this was not to be confused with a child's demonstration of that learning in a particular school setting.

The diagnosis and prescription aspects of the Teacher Corps project came under scrutiny if we accepted the above definition of "Exceptionality."

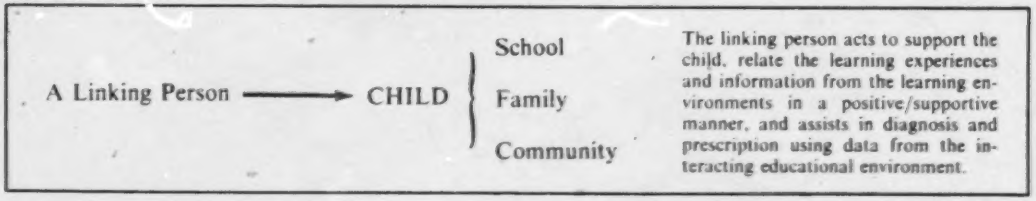
Diagnosis could not be a mere description, but had to move beyond description to a data-based analysis of causal factors related to types and degrees of a youngster's performance. Prescription was a vehicle for providing a plan to provide experiences or treatments designed to counter "negative" causal factors in the youngster's performance.

A child usually encounters more than one educational environment. When thinking of education we usually think only of the child in a school setting. And we usually put this school setting apart. In fact, however, a child *learns* in a community setting and in a family setting as well as in a school setting. Sometimes what is learned complements the "total" learning of a child. At times, however, the lessons contradict one another and we leave it to the child to sort out what's important, what helps, what is in error, etc. Also, there is a tendency to segment information about a child that might help in planning the educational experiences through which the child will benefit.

PROBLEM: Ordinarily we find the following:


CHILD
School (Experiences)
Family (Experiences)
Community (Experiences)
The child is often left alone to sort out all the influences acting upon him/her.

ALTERNATIVE:


A Linking Person
CHILD
School
Family
Community
The linking person acts to support the child, relate the learning experiences and information from the learning environments in a positive/supportive manner, and assists in diagnosis and prescription using data from the interacting educational environment.

A child's learning is not restricted to one location and to a certain period of time during the day and over the year. Teachers work with the child during one aspect of learning experience. Parents/siblings (the family) provide a different kind of learning environment. Both learning environments are "shared" in terms of the child. The child bridges two separate worlds of experience and is expected, somehow, to forge a consistent linkage when, in fact, there may be no linkage or at best a distorted linkage putting inconsistent demands upon the child. *If the child* is the primary concern, then it seems appropriate that individuals in the two learning environments assess how they can assist the child, help each other, and share in the responsibility for the child's learnings.

Parents are NOT teachers *per se*. That is, parents do provide learning opportunities in varying degrees and intensity but often NOT for a specific purpose and with a specific purpose. Teachers, on the other hand, are expected to be "professional" in the sense of intentionally intervening in the life of another in order to effect specific changes in that person. Both provide learning opportunities and both influence what is learned in different ways. The child, however, is in both cases the focus.

By focusing on an effort to link a youngster's educational environments, it became apparent that the community, the exceptional child, and the local education agency components of Teacher Corps projects could converge (where they should converge) on the child.

Several substantive concerns surfaced:

1. Could Teacher Corps provide a prototype for involving parents and school personnel in "staffing" individual students?
2. Could the above-cited prototype include:
   a. a scheme for parents and teachers to gather and share information about individual youngsters, and
   b. a scheme for planning and assessing individual pupil learning experiences as a cooperative undertaking between and among parents and school personnel?
3. Could Teacher Corps evolve a way to assess attitudinal and informational problems related to the above stated objectives?
4. Could Teacher Corps develop the skills and knowledge needed by persons specifically assigned to facilitate a linkage between the formal and informal educational experiences of a youngster?

At an informal New York State Network Meeting held in Chicago (in conjunction with the 1976 Conference of the American Association of Colleges for Teacher Education), Dr. Maynard Reynolds gave much needed conceptual support to the linking role. Meeting with representatives of the Network, he discussed a number of related problems which had to be addressed if the linkage approach were to be developed. From this meeting, the New York State Network, under the guidance and support of Paul Collins, in conjunction with assistance from the Leadership Training Institute and Maynard Reynolds, decided to hold an "indepth" session which would focus on the following:

General Objectives:

1. To provide an opportunity for parents and teachers to learn the skills and knowledge which undergird shared educational decision-making and which focuses upon the child and on the child's interaction with both formal schooling and informal education.
2. To conceptualize and develop new and/or complementary training roles which address a systematic approach for training parents and teachers in the skills and knowledge necessary for shared decision-making.

Rationale:

1. A child lives in a number of functionally related learning environments. To diagnose and prescribe developmental learning experiences for the "total" child, the decision-making must be shared among those directly involved in the major environments: the school and the home.
2. The "Exceptional Child" now in the regular classroom is often deprived of maximum opportunity to learn in ways adapted to the child's distinctive needs and abilities.
3. The immediate focus on the "Exceptional Child" and the need to train parents and teachers for shared decision-making transcends the "Exceptional" school population and is applicable to the broader scope of all education.
4. Legislation, legal decisions, parent organized concerns, and professional interests serve as a base impetus for developing a training program.

New York State Teacher Corps Network's Role

1. To develop a conceptual base for training parents and teachers in the skills and knowledge necessary for facilitating the shared decision-making.
2. To serve as a field laboratory in identifying the specific skills and knowledge and in developing systematic training systems.
3. To document the development of both processes and training components and to disseminate information and materials developed.
4. To develop a systematic "Parent/Teacher Training System" aimed at training specific personnel to conduct parent/teacher training.

On March 30-31, 1976, a planning session was held.* The following paragraphs summarize the discussions that took place and the agreements that were reached at this meeting.

The group agreed that when we speak about exceptional children we are referring to gifted youngsters as well as those who have various types of learning problems. In fact, the gifted youngster sometimes has serious difficulties in coping with the system as it now is. Furthermore, it was agreed that while discussion of the exceptional child has helped us focus on the problem, we are in fact planning for all children, at least to some degree.

School settings pose different types of problems. For example, what happens in settings where there is high mobility? Is the type of linkage similar in one setting to what it is in another, or should such variables be taken into account when discussing roles and training? Communities differ. "We must reconceptualize . . . perhaps the community is doing the education and the schools the intervention." Schools are increasingly in a catch-up game and are no longer in the central position. But, who and what is? In our effort to involve people other than professional educators in diagnosing and providing learning opportunities, we must be careful NOT to suggest that "everyone" is a teacher just because everyone influences, to some degree, everyone else. Are we simply protecting the professional turf? It was argued that professional teachers do have skills, knowledge and the ability to have students *use* experience rather than just experience, that teachers intervene on purpose and with purpose. The danger is to lessen the import of this. We have to think of youngsters learning on a complex continuum rather than in simple discrete times and places. What can schools really do . . . and what can't they do? This should be hit head on — in fairness to schools, teachers, and especially, students. The political pressures on schools have forced them to be dishonest. Will asking parents (or other trained linking personnel) to get involved prove equally dishonest? There is the need to involve a host of other social institutions, a need which we as a society have not addressed—the school is a conscience salve and ends up as a whipping boy. O.K., but parents have these expectations for the schools and the schools are the only institutions dealing with all our kids and, as long as we accept this, "it is a long blind alley." We must keep in mind that most teachers are also parents but that few parents are also teachers—to cross roles would be extremely difficult in some cases. Teachers are taking a bum rap in many cases—do we simply train them for one more task in an additive circus or do we support them in specific roles so they don't feel they have to be all things to all people. Parents and teachers do, in fact, have opportunities to complement one another; that is, if each knows what the others are doing. Using parents as tutors in school is not enough . . . the complementing goes beyond the school. As far as a youngster's learning is concerned, neither the school nor the home nor the larger community is autonomous. Rather, there is an overlap and the expectations put on a youngster may be in conflict, may be dysfunctional to the youngster's learning. Being told that a youngster can't read is descriptive not diagnostic. In the world of "is" (not yet the world of "ought") what does the teacher expect of a parent and the parent of a teacher? Is a youngster's learning planned in relationship to his learning environments or to just segments of those environments? The clearer and more relevant the information about a youngster, the greater the possibility for a more

*Those attending:

Steve Apter (Special Education, Syracuse University)
Paul Collins (New York State Teacher Corps Network)
Armand Garms (University of Vermont)
Milton Gold (New York State Teacher Corps Network)
Barbara Hatton (Stanford University)
June Jordan (Council for Exceptional Children)
John Mallan (Teacher Education, Syracuse University)
Maynard Reynolds (Leadership Training Institute)
Wilbur Rippy (Bank Street College)
Lourdes Travieso (New York City Public School System)
Sam Yarger (Teacher Education, Syracuse University)

effective learning program. How do we cut through all the abstractions and become "powerful" in using learning opportunities to help the particular youngster? Power? Creating new options, putting influence to bear on helping. Just increasing options spins off into all sorts of possible relationships. Power? Teachers and parents combining forces to do something on behalf of the youngsters . . . and themselves. Definite need for models, "matching" models, so we can have some solid theoretical framework . . . so it isn't just missionary do-gooding but rather done with purpose and on purpose.

The participants appeared to agree that some needed linking of educational environments of a youngster would allow a broader concept of diagnosing and prescribing, a broader concept of educational "resources," and a broader (yet more specific) system of accountability. Dr. Steve Apter argued that the whole approach pivots on some basic assumptions: a move from individual units to a "system;" a target that moves from a single child in isolation to a child in interaction with a number of supporting social systems; a move toward identifying and servicing a youngster's needs in a more comprehensive fashion than is now being done.

It was also agreed that education is more than a building or a place, but rather is a process and that the *linker* is not to be conceived of as an independent "helper," but as a coordinator and facilitator of learning.

The planning session concluded by identifying several key issues that seemed to permeate the two-day meeting:

1. The need to establish a model for working with a youngster in an ecological sense.
2. The need to formalize a linking agent who represents a youngster and his "total" learning environment.
3. The need to evolve training sessions (and materials) which view both teachers and parents as co-learners in evolving an effective linking system.
4. The need to evolve the linking processes while developing "coping" skills with all those involved.
5. The need to establish situations in which parents work with parents.
6. The need to address the level of confidence in the view that the linking agent should not be tied to the schools.
7. The need to address new/different roles for teachers would evolve if we have a linking advocate. (What does this mean to the teacher, administrator, and school organization?)
8. We discussed: advocacy, coordination, facilitation, resource persons, and working with teachers, parents, and youngsters. Did our discussions suggest skills and knowledge necessary for such a role?
9. The emphasis given to the parents as though the parents are the *total* community aspect of the system may be a major oversight in our deliberations.
10. Discussion focused on training teachers and parents in new roles, but this also suggests a new and different role for students. (What kind of training do we provide youngsters?)
11. The implications of a linking role are substantial. The role of the school changes—it becomes a nerve center. This may be a long-range consideration but the imperative move is to make a short-range effective linkage so that we can get to the "total" child.
12. We have to be careful to support the family concept. So many well-intentioned social services

have actually worked to further isolate the individual from the family unit—for example, some of the gerontology efforts.

As a result of the planning session several recommendations were made to the New York State Teacher Corps Network.

RECOMMENDATIONS:

1. The Syracuse Teacher Corps Project, acting in concert with other Teacher Corps projects in the New York State Network, design and implement a training program for parents, teachers, administrators, and university personnel working in concert to develop a systematic training program. This includes developing training materials, conceptualizing a linking model, utilizing formative evaluation techniques during the pilot training, and dissemination to other Network projects. The pilot program is being developed and will be conducted during the summer 1976. Materials (both commercial and self-developed) will be utilized. Parts of the pilot program will be video-taped.
2. Partly on the basis of the summer '76 pilot program and partly based on a search for related programs (such as Steve Apter's BRIDGE and the John F. Kennedy Center at Peabody) develop and test training materials during the '76-'77 academic year.
3. Select and train at least four Linking Personnel (LP's?) providing a hands-on internship in targeted areas. It is recommended that different projects might focus on different linking models, monitor and evaluate the models, and report the findings regarding the models and alternative training results. This would take some initial (and continuing) cooperation among projects wishing to move in the linking direction. It also would necessitate a direct tie between the Community and Exceptional Child components.
4. The eleven *issues* raised at the March conference suggest the need for developing sophisticated, well conceptualized analyses of each issue as well as an attempt to relate each analysis into a conceptual whole—one dealing with strategies, training, and long-range implications for school organization, professional training roles, and financial support. It is recommended that each analysis be assigned to specific individuals and that each appear as a chapter in a publication dealing specifically with the linking role. This publication would have impact on: mainstreaming, teacher preparation, community education, legislation, and school administration.
5. Building on June Jordan's experience with the Invisible College at the Council for Exceptional Children, build an "Invisible Linkage Support System" with one person specifically designated to establish such a national system and to assume responsibility for establishing a "Lucid Line" (Hot Line scares me) of key personnel involved in establishing linking programs and/or areas of interest helpful to linking efforts. The "invisible" aspect is in the process of webbing; the "visible" aspects would be in the programs developed.
6. As professional training institutions expand their vision of education to include a number of related social service occupations, it seems logical to recommend that interested training institutions be supported in their efforts to participate in the training of "linking" personnel.

The above recommendations can be implemented "piece-meal" but it is *strongly* recommended that there be a specifically designated initial "hub" for the effort. We are not sure who, what, or how, but are confident that there has to be some systematic and continuing linkage of our own. We look to Maynard and to Paul as sources of help in conceptualizing how to shape and use a nerve center.

As most of us know, making recommendations is relatively easy, especially when other people have provided the conceptual grist. The real concern is one of trying to sustain and develop interest, support, research, funding, etc. As Emerson said—good ideas are not more than good dreams unless they be executed. . . .

The shadows are shortening and the substance is strengthening. For example, Dr. Richard Hersh, Associate Dean of Teacher Education at the University of Oregon has met with the Syracuse Teacher Corps staff to explore ways of using a linking system as a vehicle for more effective parent involvement in educational planning. The Syracuse Teacher Corps project is initiating a three-week summer program for parents, teachers, administrators, and university personnel designed to determine means of helping a youngster link the educational environments with which there is contact and to determine means of gathering and using information from a number of sources in helping to do more effective individual planning of a child's education. Anticipated outcomes for the summer program include: 1) determining what difference a deliberate linking role would make in parent involvement in the education of his/her child; 2) determining what difference a linking role would have in influencing changes in teacher roles (and training); 3) what difference a deliberate linking role might have in administrative functioning; 4) the specific functions of linking personnel as well as what kind of training (skills, knowledge) such linking personnel should have.

The Syracuse summer program will be carefully monitored and if the findings are such that warrant training and placing of linking personnel, such training will be undertaken during the '76-'77 program year.

To be sure, there are a host of difficulties but the hope is that the response to the parent's initial query may become more than a polite concern.

Section III

The final section of this publication presents seven papers authored by Teacher Corps staff members representing various projects in New York State. These papers reflect many of the dimensions which help to make Teacher Corps the vibrant and robust change agent that it is. In reading this section of the publication, one experiences the excitement of a successful in-service workshop for teachers, the potential of newly developed collaborative bridges, the love and pain experienced by the parent of an exceptional child, the razor sharp wit of a concerned educator assessing the state of the scene as regards in-service teacher education, the enthusiasm of a group of university faculty who have gone to an inner city school to learn as well as to teach, the urgent need for bilingual teacher education programs, and the conceptualization of an alternative teacher education design based upon a melding of the principles of humanism and behaviorism.

The first paper presented in this section was authored by Joyce Burick of the Teacher Corps project at Teachers' College, Columbia University. This paper reports on a classroom management workshop which helped the teachers at Public School #144 in Manhattan develop new skills in accommodating their instructional practices to meet student needs.

Teacher Corps' role as a catalyst in developing collaborative activities is highlighted in the second paper in this section. The vehicle is an interview and the participants are Keith L. Curry, William Licata, Clifford V. Lochhaas, and Lewis J. Sinatra of the State University College at Buffalo.

The third paper in this section is a letter from the parent of an exceptional child to the child's teacher. This powerful portrayal of the "exceptional" life situation of such a parent was contributed by John Mallan, Teacher Corps, Syracuse University. The letter emphasizes the need to coherently link the formal and informal educational experiences of youngsters.

Wilbur Rippy from the Teacher Corps project at Bank Street College contributed the fourth paper in this section. Rippy's keen wit is evidenced as he sets the stage for his analysis of in-service teacher education by discussing carrots, donkeys, and donkey trainers who bite their asses on their ears. Rippy's explication of many of the activities that continue to be carried out in the name of in-service teacher education is insightful and provocative. He maintains that unless teacher educators begin to work with and not on teachers, meaningful and lasting change will continue to elude us.

The fifth paper in this section was authored by Jay Sexter, Teacher Corps, Fordham University. Sexter reports on Fordham's field-based teacher education project at the Angelo Patri School in New York City. The insights gained by university faculty who have been working with administrators, teachers, children, and parents at this school are having a significant impact on Fordham's overall program. In fact, the success of this field-based demonstration project, which stresses the development of both teacher and student, has encouraged other areas of the University to begin to adopt similar instructional methods.

Lourdes Travieso from the Teacher Corps project of the New York City Board of Education and the City College of New York contributed the sixth paper in this section. Travieso's paper dramatizes the need for bilingual-bicultural education programs for Puerto Rican and other Hispanic people. The paper stresses the linkages that must be formed between communities, schools, and universities in order to develop the kind of teacher education programs that will prepare culturally sensitive bilingual teachers.

The final paper in this book comes from Alan H. Wheeler, Teacher Corps, State University

College at Potsdam. Wheeler maintains that if we are really serious about improving teacher education and our educational system in general, we must approach the problem in a systematic manner. New goals must be formulated; new linkages must be developed; and new support services must be provided. These changes are necessary prerequisites to education that is truly child-centered. Wheeler goes on to offer a set of goals for teacher education institutions that are geared to preparing teachers to be "competent humanists."

Accommodative Teaching

Joyce Burick

"This is the best workshop that I have ever attended!" . . . "Fantastic, relevant and exciting!" . . . "When do we begin?" . . . "I can't wait to try —— !" . . . "Will you help me with —— ?"

These are samples of the enthusiastic responses, by the teachers at P.S. 144 in Manhattan, to the Behavioral Skills Lab (B.S.L.) Workshop conducted in January 1976 by Dr. Barry Dollar from the University of Minnesota.

The Columbia University Teachers College Teacher Corps project has been highly committed to the "Models of Teaching" strategies developed by Bruce Joyce and Marsha Weil. The models stress alternative teaching strategies for classroom instruction. Thus, one of the project's in-service components has been the Models of Teaching approach. The teachers, who participated in these sessions, found the training intellectually stimulating, interesting and useful. They openly expressed the desire to try out these varied teaching behaviors in their classrooms.

Our observations and conferences with teachers have shown that their desires to implement alternative strategies are sincere; however, their preoccupation with classroom management techniques (including social and academic behavior) often overrides all other efforts.

Therefore, our project sought to combine alternative teaching strategies through the models of teaching with a program in classroom management techniques. The New York Teacher Corps Network supported this endeavor, which enabled us to hold the three-day Behavioral Skills Lab Workshop at our project's site.

(The following description of the Behavioral Skills Labs comes from materials written by the author and developer of the program, Dr. Barry Dollar, University of Minnesota):

> The training program for the B.S.L.'s attempts to sensitize the teacher to the effects of instructional strategies upon students. The primary assumption underlying the training is that teachers teach like they are taught. Thus, each part of the training is designed to model the meaning of individual instruction.
>
> The training emphasizes process techniques as well as content. The first part of the content concentrates on social behavior (how teacher and student interact) and the second part concentrates on academic behavior (how the student interacts with the curriculum).
>
> The progression through the Behavioral Skills Labs is managed by the teacher trainer in five different management systems. The activities of the teachers are determined by: systematically altering the grouping of trainees, movement schedules through predetermined geographical areas, type of material used, progress records, and amount of trainer control. As a result of this process, the teachers begin to consciously re-examine their present classroom management strategies. By Management Systems 4 and 5, teachers are being taught exactly like they are encouraged to teach! Teachers not only become aware of present practices, but the management systems also present alternatives which give the teachers the confidence and skill to initiate "self-selected" changes.

In summary, the B.S.L. program provides the teacher with the skills to slowly develop a highly accommodative classroom. The process of learning the content provides learning opportunities for the program's participants to personally experience the effects of accommodative instruction. It also provides the participants with skills to *self-examine* both the problems and benefits of alternative methods of instruction.

The response to the program by the teachers at the Teachers College Teacher Corps field site was overwhelming! Teachers began to make changes as they began to reassess their needs. There were those who initially concentrated on social behaviors while others were involved in reorganizing their academic approach. Teachers were actually excited about accommodating teaching practices to meet the students' needs! When reassessing academic approaches, they chose to begin with one or two of the following areas: (1) content, (2) style, (3) environment, and (4) rate of instruction.

The problem was not how to encourage them to start making changes, but how to ease their pace in order to avoid the frustration of taking on too much at one time!! Participants scheduled conferences with the program development specialist on a voluntary basis during "prep periods," lunchtime, early in the morning, or after school. *They* requested follow-up help and cooperation from the Teacher Corps staff. Thus, an in-depth follow-up program by the Teacher Corps staff was conducted; support given included materials (poster board, contact paper, old textbooks, etc.), instruction, guidance, "pitching in" to help with the work in the classroom, conferences with individual and small groups of teachers, and DAILY ENCOURAGEMENT! The program development specialist conducted the training workshop for the Teacher Corps interns and they were very supportive of the teachers' efforts. Follow-up workshops in areas where the teachers needed additional training were also made available at the school.

In conclusion, change in accommodating instructional practices to the needs of the students has begun. . . . For some, the pace has been minimal, but for many others it has been rapid and without hesitation!!! The Teacher Corps staff and the teachers and interns at P.S. 144 are deeply grateful to the New York Network for giving us the opportunity to experience Dr. Barry Dollar's Behavior Skills Lab Workshop.

A Conversation:

Teacher Corps As A Catalyst For Collaboration

Keith L. Curry
William Licata
Clifford V. Lochhaas
Lewis J. Sinatra

The following interview took place during the spring of 1976 on the campus of the State University College at Buffalo. The discussion focused on collaboration between the Elementary and the Exceptional Children Education Divisions of the College. Participants were: Keith L. Curry, Chairman, Department of Mental Retardation - Physical Handicap; William Licata, Director, Teacher Corps; Clifford V. Lochhaas, Associate Professor, Department of Learning and Behavioral Disorders; and Lewis J. Sinatra, Associate Director, Teacher Corps.

Licata: For the past three and a half years we have been working collaboratively with the members of the Exceptional Children Education Division and the Elementary Education Division. This effort has been a rather unique one in that we initially were able to do a great deal of theorizing, developing, and field-testing. This developmental work led to the establishment of the second phase of activity which involved school principals and college professors teaming in the delivery of instruction to interns and in-service teachers. After some initial readjustments, this teaming situation seems to be working very well. Lew, how did these collaborative activities begin?

Sinatra: They developed as a diagnostic-prescriptive component, an amendment to the 7th Cycle Teacher Corps Project in Buffalo. I began to work on the component in September of 1972. The idea behind it was to attempt to develop a Teacher Education Program that would be performance-based and would stress the delivery of additional diagnostic-prescriptive skills to regular classroom teachers in order that they might more effectively teach children with a wide range of individual characteristics. In talking about this particular component and the success that we have had with it, one factor begins to stand out in my mind; that is, when we began to work on the component, we had about six months to plan and conceptualize. In other words, instant implementation was not demanded. Cliff Lochhaas also began to work with us in September of 1972. In developing the program model for the component, Cliff and I had input from other Teacher Corps staff members, teachers, interns, public school administrators, and other professors, as well as community representatives. The model we developed includes role areas within which the type of teacher we were looking for would have to effectively operate. These role areas are PERSON, DIAGNOSER, PRESCRIBER, and IMPLEMENTOR.

Licata: Maybe at this point, Cliff could tell us why he became involved in the initial stages of program development.

Lochhaas: It seems to me that one of the first things that we set out to do was find out whether those roles Lew mentioned are reality-based — whether they refer to real duties that teachers do regularly carry out in the classroom and whether strengthening those roles would make teachers better performers. It is that kind of thing—that focusing on the experience in the field which initially fascinated me and motivated me to join Teacher Corps.

Sinatra: Cliff and I worked together quite closely throughout the 1972-73 school year developing the program model. During that time we reviewed a good deal of literature concerning teaching and learning, posited the above-mentioned teaching roles, and, as Cliff mentioned, looked to the field for further validation of our four roles. Using the same approach, we then generated a set of specific performance expectations for each of the four role areas. It was at this point, after we had generated the performance expectations, that we had to begin thinking about people who could develop instructional packages that would help teachers acquire the knowledges, skills, and attitudes that are specified in the performance expectations. Cliff suggested the names of several professors, including Keith Curry.

Licata: Keith, what was your initial involvement in the program?

Curry: As I recall, it was late spring or summer of 1973 that Lew came to me with, really, two requests in mind; one was a request to talk to other faculty in my department about aspects of the learning packages that you were thinking about developing in the different role areas and the other request was to talk to me about my interest in behavior modification or behavior management. The first thing that I remember talking about was a felt need on the part of Teacher Corps to develop a learning package in the area of managing disruptive surface behavior that would be relatively auto-instructional or free-standing, with the possibility of following that up by using the package with people out in field-based situations. Thus, I was encouraged to spend time doing something that I have really been wanting to do for some time anyway; that is, putting into organized form my thoughts on behavior management.

Licata: Keith, you mentioned that Teacher Corps had a desire for you to develop this package. Lew, how did you come up with behavior management as a developmental area?

Sinatra: One of the performance expectations that we deduced under the role area, PRESCRIBER, involves the teacher being able to effectively plan to deal with disruptive surface behavior. We did a great deal of checking and found out from many teachers that they had problems with particular youngsters in the classroom and really needed some help in dealing with those youngsters who were just "driving them up the wall." So, it was not by chance that we came up with this expectation or the other performance expectations under the various role areas. There seemed to be a real need for this type of instruction by the teachers with whom we were working.

Licata: So far we have talked about how we got together and other initial activities, but there is a question I would like to ask Keith and Cliff. What made you want to participate in this project? I know you're both busy and have many other things that you could be doing.

Curry: Well, I think there were probably two or three stimuli. One, I had not done any writing in the area and I saw this as a challenge to put down in print, in a very practical sort of way, the types of methods that I had been using for some time in the field. I think the other aspect was the possibility of later on having the opportunity to test it out and to see if it really did work, how free-standing it was, etc. Certainly not the least important was the fact that Teacher Corps was willing and able to provide us with some remuneration for doing this.

Lochhaas: It seems to me that even though I taught for years in elementary education, that at this point I am really a special educator. So this was an opportunity, it seemed to me, not to develop some complete solution to *all* problems, but rather a chance to make a contribution toward having *every* child treated as special. All too often in elementary education, the major concern is with *where* the child is, what level he or she is on. However, the major thrust of this program was toward *how* to get the child to make progress. To me that was really inviting.

Licata: Cliff, you worked on a different package. Tell us a little about the diagnostic-prescriptive package which you helped develop.

Lochhaas: I worked in the math area in an attempt to get teachers to think more about how to get children to make progress in math through identifying the actual processes a child has to utilize in order to solve problems. That is, to help the child learn through the processes that he is best able to use.

Licata: I recall that, and we are still refining our thinking in that area.

Lochhaas: One of the things we had to modify from the very beginning, and this may well be a warning to others, was our tendency to set our sights too high. In effect we said, "Gee, if we could get teachers to think in this way then perfection would be here." But obviously perfection is not possible anywhere. Even when teachers did adopt those goals that we set, they still did not reach perfection. There is constant need to modify our theoretical views to meet the practical, daily needs of the teachers and to perform a wedding between theory and practice.

Licata: A unique part of this program, I think, has been the principal-professor teaming situation that developed. Lew, why principal-professor teams instead of some other combination?

Sinatra: Well, Bill, as you know, the principal should be the instructional leader of his/her school building and as such has the responsibility of supervising teachers in that school. Teachers usually take courses at colleges and universities. Often times they receive one type of instruction in a particular area from a college or university professor only to go back to their school buildings and be supervised in the same area along different lines by their principals. We thought we could minimize these "mixed messages" and thus deliver much more effective instruction to teachers if we teamed the college professor and the principal for the purpose of delivering instruction to teachers.

Licata: What was your reaction to this new partnership, Cliff? How did this teaming combination work out for you?

Lochhaas: That's one of the greatest things that's come up here, and one reason is that it seems to encourage the principal to move out of the line relationship where he is an order giver and a director. It really gives him a structure, a way to move into a real professional leadership role. It's not so much that he isn't ordinarily equipped to do that, but somehow or another it doesn't seem to be a regular role assigned to him. When we designed into the program a true relationship between professors and the principals, we began to regard each other as colleagues. Teachers began seeing the principal as a leader in terms of instruction, not just an order giver — that's a great thing!

Licata: Keith, how about you?

Curry: I have the same perception. From a change-agent standpoint, I think that we have alluded to some of the things that we were running up against. One was the teacher going back to the school after college instruction and, perhaps, meeting a resisting principal. That is, resistence to utilizing methods that the teacher had been taught in a course. The other side of that is, I think, that by involving the principal we, in some instances at least, were able to help the principal change teachers in the school who were resisting those same new methods. I really think it worked both ways. There's possibly a drawback that we ought to mention: I have to agree with Cliff that the principal's role as an educational leader is enhanced by his/her being a co-instructor in the course—I have received feedback from teachers in the schools about that. However, I don't think the principals always compared favorably to the professors who were co-instructing with them simply because they weren't accustomed to that role. They had not had the experience in the role of instructor or the training for it, and I think many of them were rather anxious ahead of time. They were also very enthusiastic about trying on that role. I believe that most of the teachers recognized that this instructional role really wasn't what the principal had been trained for, so he/she might not be as adept as the professors in some areas.

Licata: It might be important to note here that presently there seems to be rising expectations for principals as the educational leaders of their schools to take on exactly the kind of instructional role that we have developed in this program. But, Lew, you were the person who initially contacted principals concerning their possible involvement. What were some of the difficulties?

Sinatra: As Keith mentioned, there was some anxiety. Definitely not all the principals we contacted were willing to take the type of risks that they saw involved in this. There also was another very practical set of difficulties. If an in-service program is going to be carried out during the school year with the professor and the principal cooperatively doing the instruction, there has to be some pre-preparation time. So, we had to get the principals to come to the campus during the summer. The first year, four principals worked with us for three weeks. They received very little compensation for their time. Other principals who may have been interested just couldn't free up the time during the summer. The summer preparation period seemed to go pretty well but when the time came for the program to actually begin we again found that the principals were unsure of their roles and needed a good deal of positive feedback and support.

Licata: Some "hand-holding?"

Sinatra: Definitely! We had initially scheduled the professors to be onsite, once every three or four weeks. We found that it didn't "wash." We needed the professor there more often, so we had to adjust to an every other week situation with team leader support for the sessions that the principals conducted.

Licata: We have talked about how we did some collaborating — some theorizing, some planning, developed learning packages — were able to develop a team-teaching situation with the principal and the professor — were able to work in a field-based setting — and were able to constructively use feedback for redevelopment purposes. All of this took place over a period of about three and one-half years. Now, Teacher Corps was centrally involved in this. Do you think any of these changes would have taken place without the Teacher Corps stimulus?

Curry: You are referring to the collaboration between exceptional education and elementary education?

Licata: Yes!

Curry: There hadn't been an overwhelming amount of collaboration in the last 17 or 20 years prior to that. It's difficult to answer that question, but I can't believe that without some sort of catalyst the collaboration would have developed to the degree it has. Whether something else would have ventured across our paths if Teacher Corps hadn't is a question that's obviously unanswerable. I have to believe that Teacher Corps acted as a catalyst to at least get us started. It wasn't that we were hostile toward each other, but we just didn't talk that much. Now we're involved in several cooperative projects.

Licata: Great!

Lochhaas: I agree with Keith. You know, one of the strengths that special education has is that the kids, when they are sent to special education, are taken out of the lockstep system, so a greater freedom occurs. What happens also at that point is that too often the regular class teacher cuts himself or herself off and says, "Now you've got them, I don't have to be concerned about what you do. You do strange and different things down there, once I've gotten rid of these children." Teacher Corps came up with the idea that some of those strange, unusual things "you do down there in special education" aren't so strange and unusual. They are the same kinds of things we are doing. Just that idea, that we really are teaching the same kids and maybe all kids are special, that idea I think is the basis of the bridge that has been formed.

Licata: I think it is helpful to know that there has been some positive movement made because of our involvement, and as far as we are concerned we are going to continue to develop that collaborative effort in the coming years. Thank you very much for your comments. I feel that this has been a very profitable discussion.

A Letter From An Exceptional Parent*

237 Hope Road
Valhalla, Ohio
February 2, 1976

Dear Ms. Aronson:

We really haven't had a chance to meet except for a few brief moments at Open House in November. I'm Debbie's father and I write this because we seem to have a common interest in Debbie's development. We have more than just a common interest, we have a stake in each other because Deb's mother and I are "teachers" in her informal education curriculum just as you are her teacher in the formal schooling environment. What you and Debbie do while in school has substantial influence on what we do at home. How we handle the home learning environment, I assume, has some bearing on Deb's development and learning in school. Frankly, I've got a stake in making you the best you can be and I would guess that you have a stake in having Mrs. Donlan and me be the best we can be. And Deb has the most intense stake in our cooperative success.

It is difficult to write this kind of a letter. I guess that not only is Debbie an "exceptional" child but that, in a *similar* sense, we are "exceptional" parents. That is, we have needs as individuals and as a family unit that differ in degree, if not kind, from the so-called nonexceptional family. As parents (and as teachers of our children), we need help in order to provide help. No one likes to admit that they are different, that they face different problems, that they have different needs, that they feel guilty and live under the dread of failure, that they lack knowledge and skills to function satisfactorily and effectively, that they are lonely, and that the mainstream of family life is experienced as spectators and not as participants. I know that the comparison of one "exceptional" child with an "exceptional" family is perhaps distorted (as are most metaphors) but an exceptional family *is* like its exceptional youngster in a number of ways. As a family we *are* different and this obviously has some bearing on the learning environment a family provides for its children — and for all its members for that matter.

Why write this to you? Why lay it on you that we need help? I suppose that I could say that we write because you have been specifically trained in such matters. But you haven't. You have an excellent background in special education but it is unfair to assume that this provides you with the skill, knowledge, and time to link the various learning environments with which Debbie interacts and from which she learns, let alone the training to facilitate the quality of those environments. I know that teachers are "context" people and that their task is primarily within a place called school. And I know that the school part of learning doesn't focus on the "total" child (a phrase we hear so often at PTA meetings). It's unfair to expect you to do the impossible. I write to you, then, perhaps to help you understand some dimensions of the "other" learning environment — the one you and Debbie build from and with. I trust that understanding may help you in the school part of her education. There is another reason, I guess, and that is the dim hope that perhaps teacher training might some

*Contributed by John Mallan

day go beyond the school to the "total" child — to go beyond a fragment and a context to an education in a full sense of the word.

I am sure that you studied the "American School" as a social institution as part of your teacher training. Have you studied the "exceptional" home as an educational institution? I wonder why not since, I assume, the reason one studies the school is to better prepare oneself for the education of the young. The family also educates concurrently (even before) the school; and family as influencing agents would appear to be reciprocating efforts and, in the case of an "exceptional" child, a reciprocity which should not be ignored.

Please bear with me as I try to describe at least one exceptional family and the things that appear to be contriouting attributes of Debbie's "other" school.

In no particular order or pattern: We recently had the family's pet dog, raised from a puppy, put away. The sudden and abrupt movements of a child provoked the animal — an embrace and goodnight kiss — startled the sleeping animal and he reacted by severely biting the youngster. This was the second pet the family "gave up" and now heeds what the doctors said about "hyper kids and family pets." Debbie is now thirteen. We watch her effort to connect with other girls her age — girls who are nice to her but who have different interests — the slumber parties, the beginning impact of boys, the self-shopping tours, the Girl Scouts. We watch the gentle exclusion and the growing isolation — the subsequent turning to the family to meet needs that are not being satisfied elsewhere. This turning inward puts demands on the other members of the family which, in turn, sometime lead to resentment and certainly guilt if the family members sometimes reach for their own needs and appear not to return the love and sometimes all-encompassing embrace — which sometimes can restrict. We watch this and share this with empathy and the shared hurt one feels as a loved one struggles to belong and make sense in unrequited efforts. The communication among the adult members of the family almost intentionally skirts reference to problems—not that they will go away, but in an attempt to pretend that things are only a little bit different . . . alone, the unanswered nagging questions are always there. It's funny, the short-range adjustments are relatively easy. It's the long-range, nonanswerable problems that eat away — should this loving and pretty and sensitive youngster be denied physical love? Her arrival into all the physical manifestations of womanhood underscore the fears. Should physical adjustments be made so that sex is a part of life, without fear of being placed in a situation where responsibility cannot be met? Alone, one thinks of this. The communications between parents becomes strained. To admit to the problem and a logical solution is to admit much more — a major decision which offers no reversal. And, what would the youngster do if both parents were lost? How does one prepare for this? How does one plan any form of economic security when the day-to-day job demands make any kind of dreamed-of family security a harsh joke. You think of this when you kiss her goodnight, while you proudly watch her in the Special Olympics struggle to win a first place ribbon — go proud! She asked, "Are you proud of me?" You think of this while driving, while working, and in the wee hours of the morning.

I look at my wife and thank God that Debbie has such a beautiful human being as a parent. And I think of all the stresses and strains on the exceptional family and how that woman, whom I know less now than before, and with whom I silently share a life, somehow gives strength and support without very much nourishment and support in return. I think of the development of that family — from the two to the four. Debbie being born and Mrs. Donlan watching the other mothers in the ward receiving and cuddling their new infants while a doctor abruptly tells her, your child has club feet. The pediatrician kept reassuring her that the child wasn't progressing developmentally because of the

casts on her pencil-thin legs — refused to confront the problem of delayed bowel movements — refused to discuss the concept of the multihandicapped child, and dismissed early mother concern as being "typical of new mothers," and then the Thanksgiving Eve when Debbie went into convulsions and we rushed her to the emergency room. Three-years old. The doctor on duty wasn't there and when contacted didn't want to attend the case. Then came the EEG's, the nonspeech development, and Debbie's learning to explore everything by touching and feeling — objects and people, and later referral to a clinic where the psychiatrist told my wife "to give her (Deb) a lot of loving and keep her locked up;" the five years in which Debbie did not sleep the whole night through and would wake up screaming and yelling; the empty bed night after night when Mrs. Donlan was with Deb; the unlisted telephone number maintained so that when Debbie got to sleep no sudden noise might wake her. . . .

There was the young intern who risked career by rejecting the notion that a little stomach, hard as steel, bloated with excrement, was "normal," and who wasn't afraid to hospitalize the youngster and literally work out the problem and effect normal bowel movements. . . . The difference this made in Deb's confidence and walking posture and gait.

I look at my wife and constantly admire the strength — a house that smelled of urine, of doctors who prescribed drugs and those who were aghast at giving a youngster drugs; the fear of convulsions, fevers, illness that couldn't be communicated — and the faith . . . talking with Deb, laughing with Deb, ignoring the tears the youngster couldn't shed, taking the youngster on parent field trips — to the Zoo, planitarium, Sea World, movies, sledding, reading books; playing games; becoming an expert on educational toys. Patience.

The social life of the "exceptional" family changed; not to assess blame, but things change. People stay away. Dinner parties become forced and plagued with disturbances — things we learned to accept as normal for us, but obviously were painful and embarrassing to others.

The excitement and break of routine prompted by having guests often resulted in over-stimulating Debbie to the point that it would mean another night without rest for both Debbie and Mrs. Donlan. Even accepting social invitations became more trouble than it was worth. We didn't need a baby-sitter, we needed an "exceptional" baby-sitter. Social activities outside the family narrowed considerably.

The school experience has been interesting and varied. When in the primary age school setting, we received support from the two teachers involved. There was no formal academic program and the focus was on a general developmental approach. The teachers were great. Betty Moody and Mrs. Donlan became "first name" friends — the teacher visited the home, called, shared the agonies and fun of Debbie's school experiences, and we shared what was going on at home and how all of us (including the teacher) could work collaboratively with planning for Deb's learning. We watched Debbie in her first formal public appearance — in a ballet no less, and we saw the shy, withdrawn, overreacting youngster start to move away from physical striking out and from physical ways of handling problems. We saw a sense of humor emerge. And, we saw the desire to learn, coupled with courage to speak and to speak again as she tried to master ways to communicate through language — a language full of difficult pronunciation problems — the frustration of trying to be understood when both meanings and sounds somehow caused the same problems a person with a foreign language might face. Supported at school and at home, Debbie had the courage to keep trying. The partnership of the two learning environments started to pay off — a child whom we were told would not be able to speak with any kind of minimal communicative skill, learned to accomplish. Once Debbie learned that she could communicate, we went through two years of responding to constant attempts to speak

all the time — as though she were trying to catch up. The constant chatter trespassed unknowingly upon the attempts to communicate among and between the other members of the family. But, it was welcomed and endured and supported through response and encouragement. Two phrases were indelibly imprinted: "You proud of me?" and "I can't know. . . ." The school was most helpful at this point and shared in the "pride" and in the attempt to move from the "can't know" to the "don't know." The partnership between the two major learning environments blossomed — exercises were given us to follow over the summer, as were methods to work on developing language skills. Suggestions for reinforcing the school's efforts at developing reading readiness and cognitive skills were available. I suppose one might call this a primitive form of team teaching but, whatever, it was effective for Debbie. Important, also, was the importance for the family. We were not alone and the family extended to include the teachers and specialists working with Debbie. The beauty of this was the sharing of what had been learned rather than what had not been learned or, worse yet, what had yet to be learned. . . .

But then Debbie went into the special education area of the middle school age group. She proudly went off to her new school. She didn't share our apprehensions. She told us, "Don't worry. . ." as she fingered the medallion on her necklace chain which had her name and address imprinted on it. She knew. But then the change. No teacher contact with the home. Debbie not wanting to go to school.. No one telling us of her sensitivity and behavior outside the home . . . no one apparently caring about the youngster who pounds the table and says, "I can't know math," or the youngster who flings down a trade book we got for her at the community library and who is frustrated by not being able to read or the youngster who gets off the school bus so tight that she explodes with antisocial behavior well into the dinner hour. How are we as parents to react to a form report card in which Debbie is "average" in social adjustment and a "71" in mathematics, "79" in reading, and "75" in social studies. Is this the curriculum? Is this a statement of the "goals" for which Deb *must* aspire? Is this the way caring people focus on a child? If so, then school may just not be the place for her . . . but where is the learning environment that supports the child-learning cognitive skills and not a specific content area? Where is the learning environment that deals with social and affective behaviors and attitudes? Where is the learning environment that tries to help translate learnings into "real life"—what of Debbie's strengths? She loves little kids and could work as a helper in a preschool or nursery area. She is thorough with specific kinds of tasks and exhibits pleasure when having accomplished an assignment calling for independence. . . . and still wants to be sure that someone is "proud" of her. Somehow Mrs. Donlan and I are now viewing the school as an adversary rather than a partner, an adversary we endure with anger and resentment, for it is implied that our lurking sense of guilt is justified, that our ineptness somehow reinforces the problems, that our aspirations *must* be academic aspirations, that we don't care or count. The void is again filled by Mrs. Donlan — reading aloud, sharing house tasks, taking family "field trips," encouraging the physical part of Deb's education by taking her swimming and skating. But, there's an increasing sense of futility. The school is no longer part of the family. We sign the report cards and send them back.

Part of Debbie's real education came through the neighborhood youngsters. They included her in their plays and circuses and at Halloween and birthday parties. But the other youngsters have grown and, as I said earlier, their own emerging interests take them from the neighborhood, into worlds in which, understandably, they can't include Deb. The family circle grows narrower. When she goes out to play and calls on the other youngsters, we watch from the window at the loneliness of a youngster finding it necessary to play alone. She comes back to the house.

But the family environment includes other members of the family. The exceptional family flows into exceptional individuals; for example, Debbie's brother, younger biologically by two years — it is hard for him and for Debbie. Sibling rivalry is always present. Robbie plays the clarinet and the family goes to see him perform in the school orchestra. There is jealousness and some of his toys are deliberately destroyed. He can't understand how two different sets of "norms" are at work in the family and how "discipline" is approached differently depending upon the situation and the child. He claims that we spend more time with Deb and that we love her more. We try to help him understand that which we have a hard time understanding. His friends have been overheard to tease him about his sister and he increasingly shows impatience with her, with us, and with the whole situation. Debbie's loneliness leads her to demand that her brother include her in all of his interests and he is robbed (or at least not protected from) having his own friends, his own places to retreat, his own hobbies. Once, when he made a model airplane, Debbie destroyed it . . . "I hate him." Mrs. Donlan and I keep worrying about Robbie and what his membership in our exceptional family may foster. When Debbie strikes out, is loud in her demands, or is physical in response, Robbie follows the same pattern. He knew when some of the older boys in the neighborhood asked Debbie to disrobe and was torn between guilt and proving that he was part of a group. He has a difficult time. He is beginning to give in sullenly to Deb's demands and we are finding it increasingly difficult to maintain a happy family.

And, Mrs. Donlan is a member of this exceptional family. Her needs and wants and fulfillment have become sublimated to the maintenance of the family as a unit. The anticipated satisfactions that are supposedly derived from family life are increasingly distant and remote. A sensitive and creative person, she has given her life to the family environment — a psychologically and physically exhausting task. As with the circumscribed social life, her own interests rest within the family. Happiness and joy are a luxury; calmness and level-headedness a necessity — a demanded and demanding constraint. Being a family member does not exempt one from loneliness nor the need to communicate and share all the subtle ramifications of maintaining an exceptional family. Self-confidence as a mother and a person is easily eroded when there is no feedback as to the efforts made at the successes reached. Without doubt she is Debbie's teacher and this role is both giving and consuming. As one moves into middle age, tomorrow becomes more real and responses to the unstated doubts more demanding. Her "life-style" has changed and the perceived responsibility is awesome. The mother, more than the father, knows the anguish that accompanies realistic approaches to helping her children develop.

Last, there is the husband and father who constantly courts a "toughness" that the economic responsibilities force and which he doubts his ability to meet — as they must be met. His patience is thin, and he too, is exhausted by work and by fears of when he is no longer around to provide. . . . His concern with the future robs him of the here and now of family membership and keeps him from sharing with his wife. Being the "he," I must admit a constant awareness of failure to my wife, my kids, and to my "exceptional" family and an equally constant rationalizing that someday they may appreciate my efforts. I, too, know the emptiness of this dream and how unfair it is to all. But, what does one do?

So, Ms. Aronson. . . . This is the exceptional family. Not different in kind from other families, but different in degree and intensity. One doesn't talk about these things because people get embarrassed or say "you just can't handle it," or think it a sign of weakness. Be that as it may . . . however, Debbie does live in what I call an "educational" environment (and this is the home) while

she is also in the "school" environment. The two are not linked and almost adversaries, with Debbie caught in the middle between two completely different sets of aspirations and learning experiences.

Just as you, the teacher, need a working environment — support, resources, feedback, satisfactions, and encouragement — so does the exceptional family need support, resources, feedback, satisfactions, and encouragement if we are to provide a sensible and healthy education for our youngsters. There must be a way to link the two. Debbie bridges both worlds. We need help. No question. Part of our help can come by providing help to Debbie through forming a partnership with you. As I said earlier, I am not faulting you, although I wonder why you don't question some of the things we question — like report cards, and academic goals, and no real home contact. Maybe you do . . . and that's our hope. Maybe you need help, too. Criticizing the family as a poor environment is to beg the question. Being professionally righteous and all-knowing is kind of a shabby cop-out when it comes to helping youngsters like Debbie forge her own world and her joy in living in that world.

I sound bitter. And maybe I am. I know that Debbie wants to learn, can learn, is sensitive, and can accomplish things that are of significance to her. All I ask is that somehow we form a partnership in which youngsters like Debbie no longer have to ask if we're proud but will know it, and that they no longer say "I *can't* know."

And please, when that little girl of mine walks into your room, realize that she has a lot of outside learning she's bringing and that a lot of us are trying to support her learning.

Sincerely,
John L. Donlan

A Close Look at In-service Education

Wilbur Rippy

It is refreshing to note that mathematicians and physicists increasingly draw our attention to the problematical, temporary nature of their understanding. As science approaches its own demystification we will come to understand it to be what it is: nothing more or less than what scientists normally think, write, and say about the content of their inquiry.

I propose in this paper to look at what educators normally say about in-service education. It is my understanding that what we say includes some time-honored stereotypes. How much thinking is involved in this is difficult to determine since stereotypes are usually non-reflective attempts to address reality. Stereotypes are also formed to explain otherwise puzzling matters in the world *in such ways that we are comforted.* All in all, it's not a bad arrangement until the stereotypes become dysfunctional, and we again become discomforted. I take it educators are presently in such a state.

Rewards, incentives, and motivations can be discussed rationally, that is, functionally, only within contexts. But contexts are related to perception, and perception differs according to an individual's life station. One person's rose garden is another's briar patch.

Rewards, incentives, and motivation are not only context related, they are role related. Teachers and trainers enact their roles within a reactive medical model. This can be expressed as follows: "Aha! A sick patient (teacher) in an infectious environment (school). As a professional healer, I, the trainer, will prescribe the appropriate medicine. I'm one of the good guys. I'll give you a carrot."

A rather puzzling situation arises from this construction. In the real world, the reward of a sick patient is health, not a carrot. The medicine a patient is given is regarded as a mode of arriving at a state of health. The point that I am trying to make is that "carrots" are not rewards, and as we shall see, they are at most, significant "correlatives."

The medical model assumes prescribed roles and a fixed relationship between them. We have a sick, somewhat supine patient treated by a healthy doctor. Completely disregarding the question of whether teachers should be regarded as patients, or teacher trainers as being of sound mind and body, we notice that the medical metaphor has been eroded in as much as the doctor in education presents himself as a veterinarian. The patient is seen as a balky animal. We move on to the next metaphor. Since donkeys are notorious for being balky, it follows that any rewards are most appropriate when donkey-focused. I'm pleased to announce that they are. Trainers speak of in-service education and they speak of carrots.

We can proceed to imagine the teacher trainer offering a carrot reward while engaging in the well-known parlor game of "pinning the tail on the donkey." If the trainees are perverse, or "skittery," it is logical for the trainer to conclude that the donkeys are making asses of themselves by being resistant to change.

What is disregarded in this well known stereotype is that the name of the donkeying game *as defined by trainers* remains constant or incorporates only mildly diversionary changes. One could reasonably ask trainers to look at their capacity to change, and even go so far as to suggest that they are resistant to change.*

Teacher trainers confuse the issue of in-service education by conceiving of carrots as incentives. Teachers go along with this for they welcome allies, even unwitting ones, in their efforts to achieve more rational work conditions — higher pay, tenure, release time, etc., since they receive few other benefits such as useful strategies or useful knowledge from in-service educators.

Given a basic error in the perception of trainers we should not be surprised by the general co-optation of projects by local education agencies. How could it be otherwise? Teachers are rarely confused about the issue of their conditions. They rarely equate remediating or improving conditions with special rewards, except for tactical reasons. Teachers can see no reason why reasonable pay, reasonable work conditions, and a modicum of respect and courtesy are not to be expected, even if rarely realized. They see the trainers' "rewards" forming a parallel line that moves along with in-service education but never actually meets in the curvature of space and time known as the classroom; that is, within a system wherein a variety of energentic forces in the field coalesce. There is much to commend this view. If it is rarely acknowledged by teacher trainers, this substantiates the view teachers have of them as being "impractical" and "unrealistic."

Teacher trainers are given to worrying. It has been arranged rather nicely that they should be paid to worry about teachers. Since trainers have adopted the veterinarian approach to in-service education, and since many teachers have already imbibed as many carrots as they need, the problem becomes finding different kinds of carrots, new ways of packaging carrots, or *revising our stereotypes*.

The first two propositions are quite logical. They follow the convention of what is usually done when a problem arises in education that can no longer be ignored. Furthermore, both propositions are powerful in the sense that either would benefit teacher trainers. Trainers would not have to change — they could maintain absolution from any responsibility in creating teacher resistance, so long as they maintain an equally diverting parlor game, "Blind Man's Bluff."

Before I explore the third alternative, I think it only fair to say that being bemused by trainer resistance to change, and aware that trainers resist the notion that they have created a donkey game, I sought clarification on this matter. Like teacher trainers everywhere when determined to gather data, I avoided the primary source — donkeys in this instance — and went to a donkey trainer, a man who actually works with four-legged donkeys.

I was advised by this expert, and I have no reason to disbelieve him, that donkeys don't become more competent when you give them carrots. They simply eat the carrots — if they are in an accommodating mood. To reward the trainer they may momentarily conform to the trainers most minimal expectations. I also was advised that one way to get a resistant donkey to conform is by biting the

*Humans generally seek change only when the conditions they directly experience affect them in adverse ways. We change, if at all, when we are forced to by external circumstances, not because we are strongly induced or seduced to explore potentially beneficial alternatives. We change when our usual adaptive accommodative modes of stabilization become defunct as changing conditions bring about dis-equilibrium, and dis-equilibrium is experienced as tension or discomfort. Those in higher positions seek to change others so they will not have to change themselves. It goes without saying that almost everyone sees the need for others to change, and for themselves to remain constant. This explains why institutions of *higher* education, and those within them, are least likely to change (except in the vocabulary they use) of any role group in education unless impelled to do so by external forces beyond their ability to command or subvert.

donkey forcibly on the ear. One has to be carefully positioned and reasonably alert when clamping down on the ear with one's teeth, otherwise the trainer will receive the unexpected benefit of negative kickback, known in the teacher trade as feedback.

I have no difficulty believing that biting an ear would be as productive as proffering carrots — but no more so. Still I recommend this aural-oral tactile-kinesthetic approach to those who insist on playing the donkey game. It would provide others with entertaining diversions. The benefits of the game would be increased to include a spectator factor.

The conditions trainers have set for themselves and teachers creates our situation. It is expressed rather succinctly in a ditty *meant for other purposes*:

> Sweetly sings the donkey,
> At the break of day.
> If you do not feed him, (translate feed as "nourish" or "reward")
> He will run away.
> Hee haw. Hee haw. Hee haw.

Teachers may not be running away, but one gathers they are turning away and, if we listen carefully, we may hear some hee-hawing.

We created our own situation by setting the conditions. Some of these can be identified.

Education can be defined as the art of stereotyping. We've had the "culturally deprived child," the "performance deficient teacher" (as donkey), and the trainer as donkey trainer. We've had "open" schools, "innovative" schools, and "alternative" schools.

The way we stereotype the role groups in education dovetails with the way we stereotype problems of education. For that matter, one of our obstructions is that we define all aspects of education in terms of problems rather than as conditions and situations. In any event, consider some common stereotypes.

Teacher trainers are those who are engaged in in-service education.

Their efforts are manifest in courses and workshops.

Courses and workshops are in-service education.

These stereotypes provide a number of advantages for trainers. They become employable. They can define their role as "facilitators." They can engage in their work without coming too close to children in classrooms. They can see themselves in the image of Sisphyus, eternally shoving the boulder (schools with teachers) up the hill, only to have it roll back down again, albeit sometimes over their prostrate bodies.

The stereotype also has benefits for teachers. They receive credits and higher pay but the greatest value, given teacher vulnerability, is that it isn't necessary to incorporate anything learned into classroom performance.

Both parties benefit; but: "The more things change, the more they remain the same."[1]

The problem with stereotypes is not so much that they only address certain problems and produce certain limited benefits. Children, for instance, have not noticeably benefitted from in-service education. The problem is that stereotyping co-opts consciousness. Once the term "in-service education" means having to do with courses and workshops, that is, with formal events, trainers begin to look for carrots and the actual experience of teachers in schools is conveniently ignored.

In-service education, as Ken Howey, Peter Sauer and others keep trying to tell us, is what happens on a daily basis in schools. Schools, as places, include the lunchroom, the hallways, the teachers' room, the offices, and the classrooms; in other words, all the locations where teachers are in

contact with each other and with children. That is where much of in-service education takes place.

What "happens" could be seen as professional development. That's what its always been anyway. Most beginning teachers couldn't survive a week in schools unless they relied on their peers. The only problem in recognizing this is that we can't see what is before our eyes. If we did see it, we would be put upon. *We would have to enter schools on an entirely different basis.*

Professional development is primarily learning competencies or improving competencies on the job. It starts when, as a graduate from pre-service training college, one realizes how inadequate one is in the face of a million simultaneous impacts. It therefore has much to do with learning how to survive. One part of this includes shucking off various theories and gimmicks accumulated in the safety of pre-service training.

Professional development has to do with absorbing information about powerful forces within the school in which one works; forces that give the school its peculiar intensities, or lack of them. It has to do with paying attention to the expectancies of the principal, one's peers, parents, and children, and then integrating all these varied expectancies into what we so blithely call program. It has to do with looking around, observing, keeping one's mouth shut about certain things and talking about others. It has to do with trying things out in the seclusion of one's classroom. It sometimes has to do with a teacher trainer who may move from impact to distract. It has to do with forging a strong self-concept as a professional in situations in which everyone seems to have joined the national pastime known as "get the teacher." It has to do with reading, visiting other classrooms, thinking about what one is doing in order to make better sense of it, and discreetly exploring alternatives in ways that will not increase one's vulnerability. It could, but generally does not, have to do with coursework, workshops, or teacher trainers.

But if in-service education is everything, then it is also nothing — nothing distinctive that is. This criticism makes some sense, but not much. With an array of considerations based on what actually happens in schools, one can arrive at a number of things that might be done to improve education in the schools. Teacher trainers could be helpful by initiating a process of destructuring their present role definition.

But there we go again, giving trainers something new to worry about. Meanwhile, back at the ranch, teachers concentrate on what does work. What works is defined by what has worked; i.e., conventional wisdom. Conventional wisdom says: teach as one was taught; that is, join the mainstream of school regularities. Regularities work. They provide a relatively stable environment and a collective defense system.

We don't see movies of go-west pioneers fleeing at random in their "individualized" wagons and carts when attacked on the plains. They bond and band together forming a tight, relatively impenetrable circle of defense. So do teachers. Furthermore, being experienced in withstanding many attacks, teachers have become quite skillful, not only in defending but also, if hard pressed, in counterattacking.

If we describe schools as places that conserve the known, a refreshing reward for teachers would be acknowledgement of their strengths in specific situations. If the trainer were so disposed he could work with teachers to increase these. This, however, might be interpreted to mean "business as usual." Doubtlessly, this would happen in some situations. It could also be avoided by being alert to that dynamic of change wherein a quantitative increase becomes transformed into a qualitative difference.

I imagine we have had enough platitudes about how difficult teaching is and how hard teachers

work. This is not what I mean by strengths. Moreover I am not talking about tenacity, "dedication," or "caring." I assume everyone has as much of these as is needed. However, the need is how to translate these into competencies. This, too, is commonplace enough. The problem is, do trainers have the competency to focus on teachers rather than on themselves? If they were able to do this without bias, they might find in the classrooms of teachers who tolerate exhortations about the "language base" of reading, stories that children have written. The disheartening fact is that rather *than work with teachers*, trainers work on them. Projects "lay-on" courses and workshops that, even while engaging teachers in participation, maintain trainers as the central focus. Rather than draw upon the classroom experience of teachers, trainers disregard teachers' efforts and introduce "new" activities into the arena known as the classroom.

Rather than acknowledge all the factors in the school environment which impact teachers daily, we personalize the teachers' experiences if we are sentimental humanists, and omit teachers as persons entirely if we are astringent behaviorists. Rather than reinforce as a motivational base, the professional self-concept of teachers, we erode the base and the concept of their professionalism through the force of our consciousness. We then put the icing on our cake by doing this in the name of *our* "being on the side of children," as if *they* were not.

We label our home base the "Institute of *Higher* Education" for good reason. We advocate a hierarchy of status based on the age of those we teach; the nursery school teacher on the bottom rung; ourselves on the top. The only exception to this seems to be the field of gerontology. From our lofty perch, rather than focus *with* teachers on children, we ask them to focus on us. We lay on our program completely disregarding teachers' most creative, emergent efforts. Insofar as teachers think of in-service education as being synonomous with coursework and workshops, teachers share a regularity with teacher trainers.

In social contexts, regularities are the way things happen and are done. Regularities incorporate attitudes and expectancies. Some regularities are mythic; some ritualistic. Rituals include *preparing lesson plans*, which are rarely followed. Myths express beliefs that have been handed down through time to explain phenomena. Myths have a way of remaining constant, even when situations or conditions change.

One cannot identify regularities if one's values contradict the absorption of data. Regularities become values, and values are used to justify our actions. We therefore hear teacher trainers say much about defensiveness without recognizing their own.*

Teacher: "I would like to . . . but the principal won't let me." This is a regularity. It can sometimes be identified as a myth. It parallels a regularity that is sometimes a myth which principals are fond of: "It would be helpful to the children if the teacher would . . . but the teachers are resistant." Another mythic expression is, "I think children need . . . but I am the only one who thinks so." This is a general saying of teachers—although not to each other.

There is an overarching regularity in these instances: poor communication. A staff developer from the outside, given a modicum of versatility and an iota of courtesy, can be helpful in demystifying obsolete myths. The next step would be to identify and link existent and common interests.

Listing topics on a bulletin board and asking teachers to sign beside their "interests" as an initial

*In a specific situation a trainer was heard to complain that the Union was blocking project efforts — even though in a protracted discussion, the trainer was unable to indicate one instance that in fact indicated this, and only became gloomier when instances were cited where the Union had been helpful in moving things along. But this does not mean that the trainer's behavior will change in the future.

effort is of little help. Few expressions of actual needs and the deep interrelated dynamics of a school will appear on needs assessment forms. Locating regularities of expression has nothing at all to do with plumping oneself down beside a teacher and questioning the teacher endlessly and examining him relentlessly.

Identifying regularities has to do with engaging with school staff members in such ways that the pervasive, ongoing life of the school pervades one's consciousness as phenomena. An overdeveloped facility in moralistic posturing, or squeezing data into categories, amounts to the vampire approach of sucking the lifeblood out of an actual experience for one's own satisfaction and benefit. When one engages in the life of the school informally *because one is engaged* on many dimensions, data flows in. Data, as regularities, then remain consonant with what happens in the usual situations.

A very real problem for anyone engaged in this pursuit is to cut through the obfuscations of words and the stereotyping of experience. If a teacher expresses an interest in the "open classroom approach" it is important to prevent premature closure of what an open classroom might consist.*

The way to cut through sterotypes and put some marrow into hollow abstractions is by clearly stating outcomes. How would the classroom change? What different kinds of teacher and child behavior could be expected if one had vital learning centers in a room? This analysis is best undertaken in detail, one reason being that teachers are often reluctant to give up a regularity for an untried innovation. This reluctance is related to a regularity that can be called the accretional attitude to change: add a factor but keep everything else the same. Unfortunately, adding a factor to a complex of factors shifts all of them. If it doesn't, it is primarily a decorative factor, and such a pusillanimous one is best purchased at low cost in a variety store.

If both the trainer *and* the teacher are not clear about this, and many a seaworthy ship has floundered in this gale; and if the changes are not discussed and anticipated, the teacher will experience a disturbance of the regularities. The teacher will then re-stabilize the situation, usually by destructuring the innovation.

To introduce a new factor in a situation requires additional energy. There are always those neat, little surprises that occur with change that everyone forgets to predict and perhaps are unpredictable. But it is precisely when things begin to work that an additional surge of energy is required to extend the activity into the total framework.

To sustain momentum in the period that immediately precedes realization of the objective, three factors need to be in place. Two have been mentioned above, anticipation of accomplishment (these are rewards, incentives and motivations) and the promise of better energy economy. The third is trainer support. Without this support the teacher's assumption usually is: "More work and I can't even keep up with what's required now. Who needs innovations?" Children *may* if the innovation makes sense. The trainers certainly do, otherwise their work has been in vain.

Teachers do not need the support of someone standing safely on the shore giving them directions on how not to drown. At this point, if the trainer pauses to discuss the theoretical basis of a lifebuoy, all is lost. It is good to know that someone is backing you, but it's better to know that someone is beside you, literally working with you in the classroom. When these factors are not in place, the

*The term "open classroom" is believed to be a method of establishing virtue. Its partisans are thought to be particularly righteous. The right-minded educators declare that they are "on the side of children," "really" concerned, "really" engaged. Their polemic about the less-than righteous incorporates all the known, tiresome rhetoric about schools. As preemptive ideology, the open classroom approach exemplifies in its very name its contradiction — closure to the possibility that others are "open" who do not announce a similar ideology.

regularity of another failed innovation is reinforced: "We've seen a million of these innovations. We've tried them all. None of them work."

It should be apparent that staff developers should be in the school most of their time, and in the classroom some of it. Would teachers see this as a reward? I doubt it, given their experience with trainers as energy distractors rather than energy suppliers. Trainers would have to be trained, probably by teachers, in how to be unobtrusive in the classroom and how to team teach.

There would have to be some fairly rigorous guidelines and agreements formed to assure that the effort did not dissolve into direct services to children rather than demonstration and mutual learning. It would be crucial to see that teachers and paraprofessionals are not supplanted at this time of increasing budgetary crises. One part of the agreement would have to do with a redefinition of roles. The trainer becomes the participant-observer and the teacher becomes the observer-participant. Both engage in analysis of what happens on a parity basis.

This brings us to another set of regularities. Teachers regard trainers as "impractical," "unrealistic," and "too theoretical." Trainers regard teachers as playing it by ear, responding to momentary or superficial programming, and lacking a theoretical base. Trainers benefit from this regularity by hypothesizing status accruing to those who engage in the "higher" functions associated with theory. There is something so refined about theory. It is at the opposite end of the extremity of manual labor. Theoreticians don't have to grub around with children. But not unlike refined white bread, theory leads to malnutrition if it becomes one's steady and exclusive diet. Trainers, program developers and such kind like to believe that the theoretical is their exclusive property. That teachers have a theory and a set of regularities which allows them consistency is as unrecognized by trainers as is the basic fact that theories tend to create a reality rather than conform to reality.*

The practitioner as teacher is often contemptuous of theory, prefacing any mention of it by the word "fancy." No wonder, given the tattered nostrums presented as theory, the inapplicability of theory to actual situations, the conflicting theories of the theoreticians, and the pre-emption of theory by the higher echelons of education.

Still, this is a poor state of affairs for teachers as well as trainers, inasmuch as theory is very little other than a concept, or set of concepts that join together in a logical way to give coherence to a set of phenomena.

There is little hope of bringing better services to children until our theory allows us a penetrating look at the current set of ideologies serving as philosophies, particularly at the college level, and the stereotypes that block movement.**

Child development instructors exemplify our situation. Their extensive offerings are usually experienced by students as containing a few basic nostrums: be respectful of children and their developmental stages; attend to these stages as a teacher; separate the inseparable into the "affective" and the "cognitive," and then put Humpty Dumpty back together again; nature and nurture affect the development of the child.

The theoretical problem arises with students who work with minority low-income children. Most, if not all of the data, the descriptive material, the setting and the research base of child development

*There are adamant "Child Developers" working mostly with teachers who regard Piaget's work as established for all times, all places, all people, Amen.

**I will be told that I am misconstruing methodology with theory, but in fact methodology is subsumed as part of theory. By "fancy theory" I take it that teachers mean refined theory, and refined theory is askew or empty of meaning, therefore "unrealistic."

theory has been garnered by advanced researchers with advantaged mentalities studying advanced children in advantaged settings. This accumulation is posited as the "universal" child. Thus, nurture, given the construct, seems to have little to do with "intrinsic" development. But more. The nature of the advantaged is seen as the desideratum for all children, and all children, particularly the "disadvantaged," are measured by it. The possibility that "subcultures" develop particular strengths, resources, and characteristics is either ignored, regarded as adventitious or unworthy of attention. In this context, the minority child becomes anomalous exotica.*

Theory means the conceptual constructs of researchers and developers. When teachers make the mistake of being intrigued with these constructs and try to implement them, aided only by the few shreds of empirical knowledge that has somehow managed to filter into the value system of the trainer, they find they are unsuccessful. The reason is apparent. Theories at the training levels should incorporate strategies, and strategies should relate to the factors in specific environments. It is therefore on strategies that the burden of practicality falls.

I have suggested some strategies above. One is explicit: trainers must become knowledgeable about the life of the classroom. The other is implicit. It can be exemplified by considering a teacher and trainer who agree to set up a learning center in the classroom. In most classrooms, learning centers would be a "divergent" factor. To be specific, there would be divergence from the "recitation" model. As the divergent factor upsets the equilibrium, contradictions become apparent.

Contradictions raise theoretical questions. What is the nature of teaching and learning and how are these best achieved? In the dialogic weaving back and forth from the practical to the theoretical in action, the theoretical is absorbed into the practical and vice-versa. The test of theory is whether or not it generates the outcomes that are desired.

It is the term "generate" that we focus on here, for until teachers master the theoretical they will always be at the mercy of some new theory. Since we have consumerized education, one can be sure that the educational hustlers will penetrate the system for they have much to gain — their livelihood. In any event, the test of theory is whether theory generates continuing, consistent, desired outcomes, and whether these are reality based.[2] The way to attain theory is not by being lectured to about the theoretical, but rather by applying the theoretical to an immediate situation, testing it in the crucible of experience, and making certain it is not hypothesized as a "thing in itself" apart from reality.

Within this context it is crucial to note that there is a relationship between teachers as leaders, local material development, and effective professional development.[3]

The CBTE movement is a case in point. It was thought that modules would be "transportable." They were transported; the clients were not. Very little use was made of them on any site other than where they were generated. Local people need to establish their own competency in material development and, most of all, ownership in the sense of participation in material development.

The sense of ownership and the demonstration of competency in material development, the formulation of theory and its reality testing, the developmental process of actually creating material, the attention to detail, and the organizational skills involved are generic, not module specific. The recognition that one has been engaged in such a venture is rewarding. Furthermore, the theory that is

*Students concerned with the construct have suggested more college staff attention (service) to public schools in racially mixed neighborhoods. It is understood that . . . (such adventure would include) . . . exploration of cultural diversity without imposing the concept of the universal child prior to exploration. From a student group's recommendations to Graduate Programs, Bank Street College, 1976.

generated is directly transferable to the general operations of the teacher in the classroom and is applicable to a number of matters.

Earlier I have mentioned dialogue. Actually, I am referring to a semonitic system wherein teachers and trainers become signifiers and the classroom becomes the significant reference. The trainer, as signifier, places the "means of production" for curriculum development *within* the relationship of teacher, trainer, classroom, and school. This requires a radical convolution, not so much for teachers who are daily constructing curriculum, as for the trainers who have maintained the resources for curriculum development (which take the form of audiovisual and printed material) as their *exclusive* property and, in doing so, have undercut not only local school leadership, but also local staff investment, engagement, and "ownership," thereby reducing the teacher to "practitioner."

The primary results of the most elegant curriculum development of the late 60's and early 70's into which millions of dollars were poured have been to overload shelves and to employ curriculum developers at the university level.

No one is going to suggest that program and curriculum developers should not be employed for it keeps them out of mischief. But the conditions for their employment might well include the transmission of their competencies *as developers* to local school staff. Development is constant. Curriculum is a variable. Leadership is a constant. Leadership development onsite is a way of institutionalizing constants and bypassing the usual variable: introducing leaders from external sources when funding is available and withdrawing them when funding is no longer available.

The convolution I refer to above includes an outrageous idea; directing monies to teachers that trainers ordinarily retain to maintain resources for themselves. What I mean by this is that everything from secretarial services to scotchtape should be in the hands of teachers. Again, creating a condition where the necessities for professional development are easily and quickly accessible is not a reward so much as a reasonable expectancy. But, providing evokes response, and response will be realized in strengthening local school leadership in terms of increased competencies on a variety of levels and dimensions. Motivation is unlocked to the extent that the concept of skilled professional work at the local school site is recognized. For this reason, utilization of media, print, and audiovisual resources to document teacher work becomes crucial.

I am not at all sure that "you are what you eat," or that you eat what you are, but I know that I am what I do, and I do what I am offered the possibility of doing in terms of conditions. This has much to do with my professional self concept.

There is a place for the teacher trainer. It has to do with seeing that the matters mentioned above happen by exercising leadership through distributing leadership to those at the local school site. The "means of production" which should be in teachers' hands in the form of technology and materials, should also be in their heads in terms of knowledge. Knowledge includes knowing how to do things as well as how to establish relationships between seemingly unconnected matters. This is what the trainer can identify and demonstrate.

I will be told that I engage in the most elegant illusion of all, the notion that teachers will spend time working with trainers on programs. I believe they will. I have reason to think that they will — if the trainer co-works on site, in classrooms where much of the developmental effort can be tested and refined, exemplified and demonstrated.

Doubtlessly the notion of trainers working in classrooms will be summarily dismissed as an uneconomic venture. And it is true that working with individual teachers — "individualizing" teacher training rather than abstracting teachers by placing them in groups and teaching to the common

denominator and condescendingly indulging them by encouraging their "war stories" — will initially be relatively expensive.

The specificity trainers need is located in an historical stage. Once trainers engage in specific systems (schools) and specific subsystems (classrooms), our generalizations and conceptualizations will again fall into place rather than into oblivion, as we redefine experience. There is more to this than working with individual teachers. That could amount to another "star" system and would be counterproductive, inasmuch as one of the regularities within schools is that those within the ranks should not "make waves" by exhibiting unusual and pervasive abilities.

Working with individual teachers is a way of identifying common interests and arriving at effective groupings. The trainer becomes a facilitator, linking analyses of classroom phenomena to leadership development, to curriculum development, to material development, to group development, and to resources. It is certain that many distributive and distributed efforts will be needed to produce either change or a worthy school site product.

Courses and workshops could be constructed in such ways that effective staff development can be delivered through these means. Placing our usual offerings onsite won't help much. It will only increase the local travel budget for the trainer and decrease it for the teachers. This is a welcome economy in terms of time and money but it will do little to effect the current worth of courses as placebos.

Some work presently being done by trainers and teachers indicates fruitful directions. Teachers are contracted onsite, under a general course title, to identity and gain specific competencies which are then performance-assessed in the classroom. Materials and other specific resources related to the particular objectives are relayed directly into the classroom. Credit is given on the basis of demonstrating competency.

This raises a fundamental question. Why not offer credit *anytime* a school staff member demonstrates a newly acquired competency? It matters very little to children, but perhaps much to the sellers of credit, whether the competency has taken place while viewing Jean Vigo's *Zero de Conduite* at a movie theater, by testing a concept in action through reading, or by thinking about what one does and discussing this with others. The critical factor is demonstration.

The staff developer's role, if we are to have staff development at the school level, would be to determine the schedule of competencies. This could take a variety of forms. At one point the trainer might decide to let nature take its own course and leave development to the teacher, and at another time, the trainer and the teacher might mutually arrive at an entry point for the trainer. Assessment, given *our* dislocations, could reside in a peer group.

Teachers are known to grouse about "high standards" of difficult courses, but they are also known to withdraw as interactive participants from the "Mickey Mouse" condescensions we inflict on them in our efforts to be "practical."

I have mentioned systems — but I have not talked about many factors, two of the most significant being the parents and principals. I think it unlikely that anything will change in schools until conditions are created for parents to make a difference in the education of their children. We are told by various self-defined experts that parents only want their children to learn basic skills. All else is supposedly of no interest to them. But if one works with parents this will be found to be another stereotype and a particularly vicious one. The assumption is that parents are uncaring about their children's total welfare.*

*Efforts to engage parents in building curriculum particularly on the multicultural level indicate possible directions in incorporating all parties into the process of education.

Principals are presently being advised that they must be more than managers; they are to become educational leaders. They are being trained by educational leaders in colleges and universities. Well and good as long as both trainers and trainees keep their heads located on their shoulders and realize that top down leadership is at its benign best authoritarianism if it does not incorporate the notion of distributed leadership and availability *of resources* at all levels within the school.

To summarize: We will create false rewards when we maintain stereotypes and a false consciousness of in-service education. What needs to be born? Mutuality, parity, effective training that effects children. To do this we must change conditions. These would be experienced by teachers not so much as rewards but as rationality. Given our present state of in-service education, creating rational situations with rational conditions would go a long way in eliciting and developing the best in staff developers and the professionals with whom they work.

FOOTNOTES

1. Seymour B. Sarason, *The Culture of the School and the Problem of Change* (Boston: Allyn and Bacon, Inc., 1971), p. 216.
2. Sybil Marshall, *An Experiment in Education* (New York: Cambridge University Press, 1963).
3. Dale Mann, "The Politics of Training Teachers in Schools," p. 327; Milbrey Wallin McLaughlin, "Implementation as Mutual Adaptation: Change in Classroom Organization," p. 344, *Teachers College Record*, LXXVII (February, 1976).

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Teacher Corps: A Process of Change

Jay Sexter

The opportunity to put theory into practice and from practice develop theory is a rarity in the university setting. The Teacher Corps project at the Angelo Patri School in New York City has permitted Fordham University to test and at times reformulate educational theory in an exciting laboratory.

A group of Fordham faculty left the protective walls of the University and agreed to offer courses and consulting services at the school site. After a very short time in the field it was evident and refreshing to find that New York City teachers are very able and dedicated, and that parents and community leaders are participating in a unified effort to get the best possible education for the children. Even the curiosity, vitality and the thrust for knowledge of the children was quite a surprise to some of us. After all we had read in the newspapers and professional journals and after brief observation periods in a few schools, some professors had begun to wonder if any positive things were going on in New York City schools. There no longer is doubt in the mind of anyone who spent time in the Angelo Patri School.

Through this experience we have changed and have correspondingly modified some of our approaches to teacher education. The day-to-day interaction of Fordham faculty with teachers at the Angelo Patri School has served as a stimulus for Fordham's efforts in redesigning its programs of teacher development. There is now a commitment to field-based experiences as providing the optimal opportunities for the personal and professional growth of both pre- and in-service teachers.

The entry into the area of field-based experience assumes that learning which fuses both the theoretical and the practical will be the most lasting and will produce behavior which is characteristically competent, creative and flexible. While this concept has been central to many important theories of childhood learning, until recently, it has been largely ignored in the development of college curricula.

Fordham's field-based Teacher Corps program provides students with two full years of graduate level professional development experiences at the Angelo Patri School. These student interns work directly under the guidance of a team leader who was selected jointly by Fordham University and the New York City Board of Education. They are in close daily contact with the team leader as well as with other master teachers who are participating in the project. They also work with other members of the Fordham University faculty whose base is at the University campus. In the traditional University classrooms, the interns and the faculty develop theoretical approaches to educational and behavioral issues. The University faculty then move out to the Angelo Patri School (on a regular continuing basis) and work with the interns in the school setting. It is in the school and with the assistance of the team leader and cooperating teachers that the objectives developed theoretically in the university are refined, redefined, and implemented. Further, it is in the field that the interns are afforded the opportunity of demonstrating, to themselves and to the faculty, the competencies developed by the fusion of the theoretical and the practical. These competencies embody a total conception of the role of the teacher and are in the areas of teacher-student, teacher-parent and teacher-teacher interaction.

Even though the intern program was well thought out, we have learned that many of the practical problems were not considered carefully enough. The school needed help and a number of the staff considered the interns a source of labor to fill some of the gaps that the New York City financial crisis had created. The interns protested and the University faculty supported them. Through a process of negotiation, which was accomplished at this school in a positive unthreatening manner, the role of the interns has been clarified. The interaction between all parties that has taken place due to the interns' problems has helped the Fordham faculty design a model which will allow for constant field observation and interaction for all of the intern programs that will be proposed in the future.

The Teacher Corps model embodies a philosophy of education that does not limit learning to a particular method or setting. Concommitant with this is the rejection of the assumption that professional development is limited to a particular time in one's career. Learning is an on-going life-long process. Fordham sees itself as being a facilitator in the process with respect to the teachers employed at the Angelo Patri School and the teachers in the school see themselves as facilitators of that process with respect to the faculty at Fordham.

Through a series of conferences and a Needs Assessment Survey, the faculty of the school in conjunction with the faculty of Fordham University has planned a program of courses (both theoretical and practical) that will fill the perceived needs and desires of the teachers. These courses are being taught by members of the Fordham faculty and, when necessary, by outside instructors and consultants who are noted for their expertise in their fields. The courses are held at the school site. Frequently, members of the school staff make important presentations in their areas of specialization. Because of the expertise that was found among members of the school faculty, the University will provide a structured opportunity for these individuals to share their expertise. Next year one of the teachers will coordinate and lead a course being offered at the school. It is hoped that another member of the staff will offer a regular course at the University in an adjunct capacity. If this is arranged, members of the Fordham faculty will be invited to audit the course. There seems to be little doubt that both the staff of the Angelo Patri School and the Fordham faculty are receiving worthwhile professional development experiences.

A further collaborative effort between school teachers and the Fordham faculty exists in the area of Special Education. At the Angelo Patri School, youngsters labelled "Emotionally Disturbed" are mainstreamed into the regular activities of the school. This undertaking is a result of the cooperation existing between University and school faculties. Both have learned from this endeavor to understand the needs, problems and potentials for success in including, rather than excluding, children labelled as different. Using the expertise of all the professionals involved, strategies for working with these children in an open setting which is geared to individualized experiences are still being explored and revised. The University is providing an expert in the areas of child development and individualization of instruction to assist the school in these efforts.

The effective school organization that is at work in the Angelo Patri School is based on the joint commitments and talents of all involved groups—teachers, administrators, interns, parents, students, and University faculty. Yet, this working reality is not usually even considered in the designs which educators use to assess the effectiveness of schools. Traditionally, when determining what is a "good" school, the evaluation begins and ends by attempting to measure the cognitive and at times the affective growth of students. This notion persists despite the known difficulties that exist in measuring both cognitive and affective states and in apparent disregard of the reality that learning is a transactional process between teacher and student which is influenced by a myriad of environmental cir-

cumstances. Fordham's participation in the Te cher Corps project has impressed the faculty with the theoretical as well as the methodological limits of such a model. With the advice of measurement and research design consultants who were recommended by the Washington Teacher Corps staff, the Fordham faculty is developing a new approach to school evaluation that should further our understanding of education by focusing on the school as a social system (that is a complex of interrelated parts). This perspective necessitates studying the behavior of at least four groups crucial to school organization — students, parents, teachers, and administrators. Underlying this approach is the concept that learning is transactional not unidirectional. In line with this thrust, researchers are presently involved in analyzing behavioral indicants of effective school organization. Variables such as attendance patterns of both teachers and students, rates of reported vandalism, measures of parental participation in school-related activities, as well as community goals, aspirations, and norms are being probed for their meaning and relavance as concerns school organization.

The School of Education faculty of Fordham University and the Angelo Patri School faculty are collaboratively attempting to bridge the gap between theory and practice. Because of the enthusiasm that has been engendered within the University, the developing model of professional growth based on field experiences, in-service training and transactional development of both teacher and student is being introduced into other areas of Fordham University. As the other programs are developed, more changes will become necessary and this dynamic model will continue to grow.

We look forward with eager anticipation and a little fear.

Bilingual Education: ¿Seguiremos Adelante?*

Lourdes Travieso

"Tratar de suprimir un idioma es lo mismo que desarraigar la idea y el pensamiento de la mente de los hombres." To try to suppress a language is like uprooting the ideas and thoughts from man's intellect. This statement, made by one of our most famous poets, Jose de Diego, encompasses in one brief phrase the desire of the Puerto Rican people to hold on to one of their most prized possessions — their language. Language and culture are inexorably intertwined and form the nexus that identifies us as Puerto Ricans. On this rests the basis of the thesis: We must improve the educational life of the Puerto Ricans and other Hispanic youngsters while at the same time enabling them to maintain their distinct ethno-cultural heritage in order to make the promise of equal educational opportunity a reality.

Although we are here primarily to discuss educational issues, it would be absurd to look at the schools solely, without examining the various socio-political forces that have kept the Puerto Ricans as one of the lowest economic groups in this country. There is a Puerto Rican joke that says that Puerto Rico is composed of three islands: Puerto Rico, Isla de Mona (just off the coast of Puerto Rico) and New York City! With almost three million persons living on the island of Puerto Rico, and now more than 1½ million living in the continental U.S., this is certainly true. Severe economic hardships forced the enormous migration of people here during the 1930's, 40's, and 50's. Our language, distinct racial composition (blacks, whites, mulattos), and semiskilled technical resources were the most obvious stumbling blocks to full acceptance by the American majority. As many other groups before us, we migrated to the large urban centers where the hopes for obtaining employment seemed a possibility. The dream did not materialize. Even today, most Puerto Ricans are still forced to live in abject poverty. Familial patterns have been reorganized, with both mother and father often working in unskilled and semiskilled jobs, just to be able to survive the spiralling inflationary cost of living. The current economic situation in Puerto Rico with more than 20 per cent official unemployment and almost 40 per cent unofficial, leads us to believe that perhaps another mass exodus is a very real possibility. But where to go? In effect, we are a hybrid of two worlds, two cultures, not fully accepted by the national majority, and yet, (for those of us born on the continent) not fully recognized as "totally" Puerto Ricans by the islanders. Therein lies the term "Newyorikans," not used in a perjorative sense, but as a distinct mix of Puerto Rican cultural patterns and ghetto life. The educational problem of the Puerto Rican is a complex matrix of social and economic situations which make academic achievement and success in the schools today most difficult tasks. I emphasize difficult, but not impossible.

As with most minorities, Puerto Ricans view education as the vehicle for upward mobility and as a tool to escape the perils of poverty. Whether this is ever to be achieved is still a question. So far, the results have been devastating. High dropout rates continue to be the norm for Puerto Ricans in urban

*This article was developed from a paper presented to the United States Office of Education National Task Force on Bilingual-Bicultural Education, San Diego, California, December 2-3, 1975.

schools. Added to this is the threat that higher education in areas like New York City, which has had a policy of open admissions for the past five years, will soon be curtailed. If this occurs, another door will be shut tight in our faces. It is no wonder that the Puerto Rican community feels a sense of frustration, alienation, and powerlessness.

At a time when there is much talk about conservation of natural resources, we are neglecting one of the most powerful natural resources — our people and their ability to develop their linguistic talents.

Out of all of this must come a new philosophy of education embracing the concept of cultural pluralism that will enable Puerto Rican and other Hispanic children to pursue life styles of dignity and humaneness while enabling them to contribute to the fabric of this country. Our efforts should be directed toward establishing bilingual-bicultural maintenance programs which would not be viewed from a compensatory or a remedial approach, that places positive value on learning English and a negative value on learning Spanish, but from a richer more global intellectual and cultural perspective which grants both languages and cultures equal status and prestige. This is the view which all of us in the Office of Bilingual Education in the City of New York are attempting to promote.

In essense, programs which follow this approach must be designed which will attain the following objectives:

1. To enable students to develop equal proficiency in understanding, speaking, writing, and reading in both English and Spanish.
2. To enable students to develop a positive self-image and pride in their cultural heritage.
3. To enable students to progress normally in the various subject areas by providing them with the opportunity to be instructed in these areas in either Spanish or English.

It is crucial for those with limited skills in English to be able to participate in this type of program design. However, there are other categories of Puerto Rican students which should be taken into consideration when planning a bilingual program. For example, there is a large number of students from Spanish-speaking backgrounds who have been born here and are monolingual English speakers, speaking little or no Spanish. Their skills in Spanish are virtually non-existent, but the language experiences in the home have created a language readiness condition. Another potential group of functional bilinguals exists within the group of children who understand and speak Spanish fairly well, but are more dominant in English. These children are potentially bilingual and need reinforcement in Spanish. Obviously, the type of reading instruction would have to vary for each of these groups of children.

For the non-English speaker or one of limited English ability, it is useful to begin a reading program utilizing his native language. There is evidence to support the theory that the transition into English reading will be easier and that the child will not be learning the reading process twice. The rather close correlation between the sound-symbol relationship of Spanish to the printed word will enable the teacher to concentrate on the mastery of other complex reading skills such as comprehension, inference, interpretation, and summarization. An introduction to English reading should not begin until there is a strong aural and oral base. Two methods for the teaching of reading in Spanish will now be outlined. They are the "metodo fonetico" and the "metodo global." Both patterns lend themselves to a pre-reading phase or the "apresto," initial reading, or the "inicio" stage, and the "enriquecimiento de experiencias" or enrichment phase. The "metodo fonetico" utilizes the teaching of reading through the "silabas" or syllables. It examines the syllables, which for the most part are

constant in Spanish, and moves from there to the derivation of complete words and meanings, i.e., ma, mama, mapa, mata, etc.; or ba, be, bi, bo, bu, bate, bebe, biberon, bola, bueno. This is more of an analytical and inductive method. It is a little artificial in that we do not speak in continuous syllables, although it is quite an effective approach. The "metodo global" uses the child's life experiences and his own speech pattern to record the printed word and from there moves to an analysis of the sound-symbol relationship, i.e., the child says: "mi mama es bonita." The teacher records the sentence and examines, with the child, in a deductive manner, the symbolic relationship of the sounds he has made with the printed word. This is in keeping with the theory of Ramirez and Castaneda who state that the Hispanic child is more oriented to examining things in a totality rather than breaking them up into components. In this "inicio" stage, the child learns to interpret what he writes. In the "progreso rapido" stage, he begins to interpolate what other persons have written and moves from viewing himself as the "center" to a more global and expansive concept.

As mentioned previously, there are many children in our schools today who speak English and some Spanish. Many of them have been sitting in English monolingual classes for years but still have not learned to read. The psychological trauma and frustration that these children are experiencing cannot be overlooked. A strong program in Spanish reading might enable these students to acquire the skills they need in their original native language. Once they have attained some success, then they can be transferred into an English reading class.

Proper preparation of teachers is of paramount importance if we are to succeed in raising the achievement levels and provide the emotional support and stability which is so necessary for the bilingual child. The type of training to be implemented should include both the pre-service teacher as well as the in-service teacher. Bilingual education programs originated at the local school level and have only recently begun to move upward to institutions of higher education. In light of this, much of our expertise in methodology, techniques, and skills lie within the schools and school districts. Those of us who have moved to the university level come from this strong background. However, the university still persists in perpetuating the elitist concept of higher academic degrees such as Ph.D's and Ed.D.'s. Many of the Puerto Rican and other Hispanic teachers have not achieved those credentials yet, and thus, are unable to teach at the university level for an extended period of time. There must be a relaxation of these rules. Proficiency must be measured by performance and competency and not solely by "academic" credentials.

New patterns of collaboration must be formed by the university and the school districts to develop realistic training designs. The Teacher Corps model which focuses on competencies and has a field-based orientation serves as an excellent source of design. Collaborative decision-making by all persons involved in the training of bilingual personnel insures that the parties will pool their resources resulting in a multiplier effect.

Needless to say, we must increase the number of Puerto Ricans and other Hispanic persons in all areas of the education profession. This means more teachers, administrators, guidance counselors, and supportive personnel. Parents and community could serve as powerful allies in the development of program design and could contribute to the development of curriculum materials based on life experiences, folkways, mores, etc. Provisions should be made to assist community persons to pursue a career lattice program which will enable them to join the profession. In-service monolingual teachers would benefit from training designs which group them with bilingual personnel and which might result in new teaching strategies and the development of new types of differentiated staffing patterns.

In summary, we must rethink our educational options for the bilingual child. We should strongly

advocate a program of bilingual-bicultural maintenance for all Spanish speakers, not just those who are experiencing academic failure. This will enable us to enrich our natural resources and to preserve our ethnic identity. We must restructure our teacher training programs and develop new patterns of collaboration. We must form coalitions with community, parents, federal and state agencies, institutions of higher education, and school districts to develop comprehensive plans and strategies to eliminate the variables associated with poverty.

As this country moves toward its 200th anniversary, it must re-examine its goals, values, and philosophy. If it is going to survive as a free and independent nation, it must grant the same freedom, independence, and pursuit of happiness to all of its citizens regardless of color, race, and linguistic usage. Equality under the law and equal educational opportunity must be applied to the bilingual-bicultural child if we are to move toward a philosophy of cultural pluralism. That is the challenge of today. ¡Seguiremos adelante!

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Selected Strategies for Change in Teacher Education

Alan H. Wheeler

Introduction

Controversy and change in teacher education have been rampant for a number of years. In reviewing the literature, one finds that historically many of these programs have failed, some have floundered, and a few have been successful. In this light, it appears as though what is needed is a fresh perspective on what should be done, who should be involved, and how it should happen. Specifically, in the area of teacher education, it appears as though we should work toward a concept of providing human support services rather than the traditional lock-step curriculum and curricular pattern guides for students that have been the norm in pre-service education. What is further needed is an amalgamation and collaboration of a number of areas and publics that, working together, will bring about needed change in the whole area of pre-service and in-service teacher education. The development of educational personnel needs to bring to the field of education a different kind of quality and experience that supports the collaborative components of the university, the school, and the community.

The National Teacher Corps, with its competency-based, field-centered mode for preparing teachers, has provided not only visibility for the schools and the communities and the university in which Teacher Corps has operated, but has also provided needed thrusts in the area of cultural pluralism for a new kind of pre-service and in-service teacher training.[1] Within this arena of curriculum engineering, Teacher Corps has been a continual catalyst to spearhead attempts to specify competencies, design exploratory experiences, and develop instructional strategies and curriculum for community practices which amplify and support the goals and objectives for improving and bringing to the field of education new and exciting programs at the pre-service and in-service levels.

The State University College at Potsdam Teacher Corps Program has been formulated with the concept of implementing an alternative school design in child-centered education. This program has incorporated specific competencies, exploratory experiences, and instructional strategies together with a collaborative management design among the institution of higher education, the schools, the community, parents and teachers. We hope to develop programs for and with children as *competent humanists* whereby equal opportunity and access for all children, the disadvantaged and the advantaged, can achieve levels of understanding, knowledge, and growth which will provide equality of not only opportunity but actualization of program and support services.

Programmatic Thrusts and Strategies

If we were to assume that tomorrow in any one of our particular educational institutions, whether they be elementary, secondary, or university, that one would wish to begin allowing each pupil/student to self-pace his own learning and progress at his own individual rate, the ramifications of that

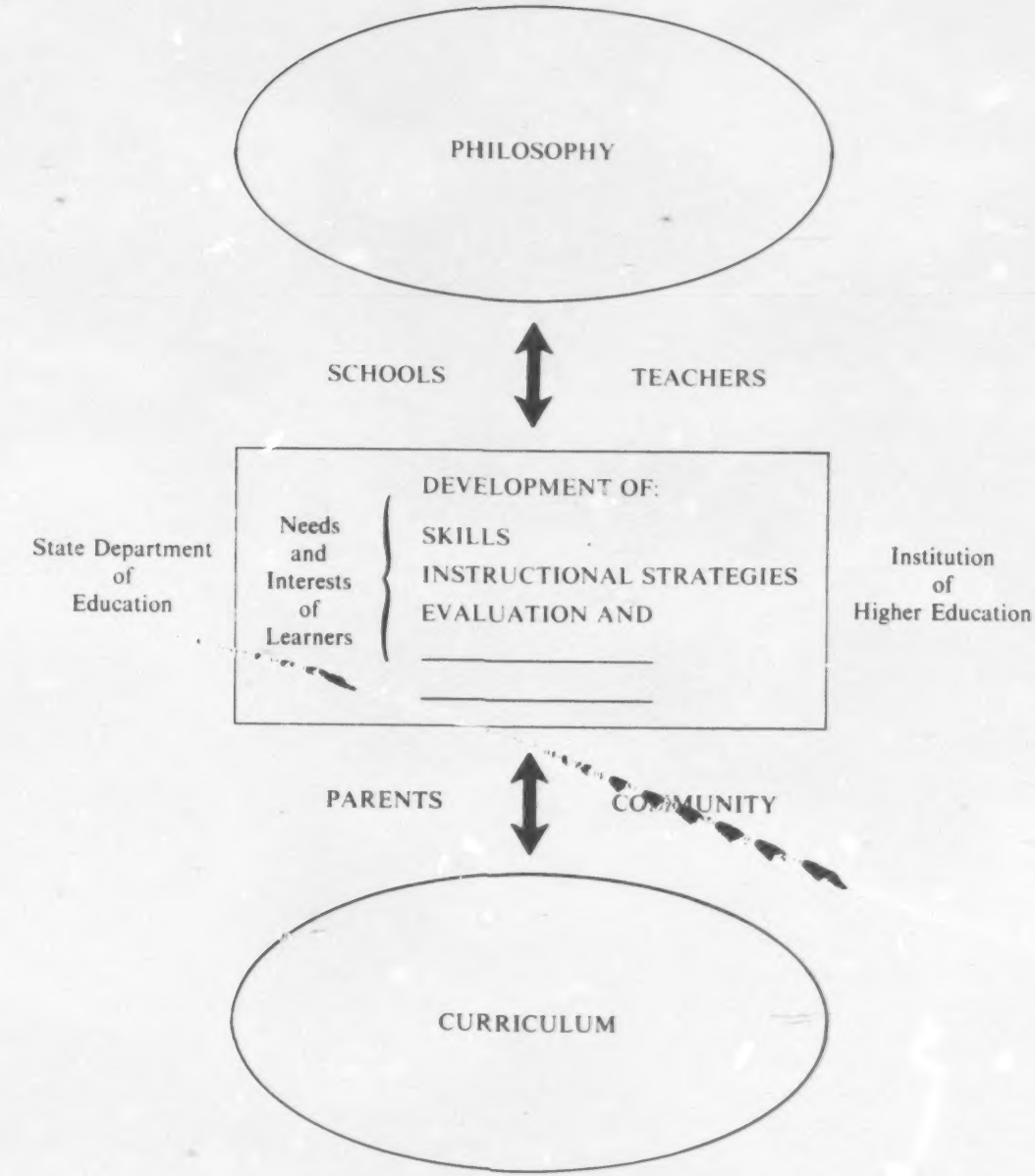
kind of change and modification in the existing curricula and the needed differentiation of educational personnel would be overwhelming. It appears as though we could generally agree that these changes are necessary, but the means by which these changes would occur involves the human factor, the economic factor, the political factor and the societal factor. Additionally, if we really developed worthwhile programs for children and/or students within the existing framework of our school/college organization in order to: a) enable each student to learn at his own rate; b) develop demonstrable degrees of subject matter expertise; c) develop problem-solving thought processes and creativity; d) encourage self-evaluation; e) encourage the development or responsibility for one's own learning and actions; f) develop the necessary sensitivity and awareness to children of different cultural groups; what kind of a framework and sequence of strategies would be necessary to insure success in implementing the program? The diagram on the following page suggests a beginning of this alternative. What is suggested is that there may be, for the first time, a beginning to literally "bridge the gap" between what we philosophize and what we practice, and to include a larger number of individuals and groups in the decision-making, curriculum-building process.

If we are to achieve this in our teacher education programs and legitimately respond to this need, teacher education at all levels must begin to get themselves to do things differently. We must agree on a broader view of: What is a teacher? What skills and strategies do teachers need? How can these skills and strategies for both teachers and for pupils be evaluated? What is the general quality of human and humane services that we propose to offer to the educational community for now and the future?

As Ducharme and Nash at the University of Vermont indicate in their article, *Humanizing Teacher Education in the Last Quarter of the Twentieth Century*,

> Human service educators will have to develop human rights, strengths, and skills which thus far have been conspicuously absent for conventional training formats. Such strengths would include:
>
> — The ability to work effectively with people in groups, helping them to establish clear goals and achieve optimum results.
>
> — The ability to function as a counselor, helping clients resolve personal and political problems in a manner which promotes their growth and independence.
>
> — The ability to function as a community liaison, working with sectors of the community to identify community needs and deliver services that meet those needs.
>
> — The ability to be an activist, planning, researching, and promoting programs to improve human service delivery.
>
> — The ability to identify the political (whose power is being sought, distributed, and exercised) dimensions of all human service transactions, and to know when human rights are being abridged.
>
> — The ability to know when to hold institutions accountable to clients, and how to get institutions to be accountable.
>
> — The ability to undergo continual self-analysis in terms of the degree to which the professional may inadvertently be becoming an agent of social control.[2]

What appears to be needed for the present as well as the future is the designing of living and learning environments as well as utilizing those present environments which are available to all of us to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SCHOOLS
TEACHERS
State Department of Education
Needs and Interests of Learners
DEVELOPMENT OF:
SKILLS
INSTRUCTIONAL STRATEGIES
EVALUATION AND
Institution of Higher Education
PARENTS
COMMUNITY
CURRICULUM

insure flexibility, personalization, individuality, openness, changingness, and the whole aspect of dealing with each other in a more human and a more humane manner. We can no longer think in terms of improving and reforming pre-service education while ignoring in-service education, nor can we continue to pretend to service the in-service teacher while ignoring the need for drastic changes in our pre-service teacher education programs.

Peter Drucker, in his lecture, *What We Already Know About American Education Tomorrow*, indicates what he views as some of the major thrusts of the school of the future. He points out that several goals, focuses, and fundamentals of American education tomorrow are already becoming visible:

1. Tomorrow's school will be based on the principle of "no rejects." It will be based on the firm assumption that the school can guarantee that every child will reach a minimum — and a high minimum — of accomplishment in the fundamental skills.
2. Learning tomorrow, from pre-school and on to the most advanced adult continuing education, will utilize and put to work the individual's own rhythm, his own learning speed, his own pattern.
3. American education tomorrow will, at the same time, be achievement oriented. It will, in effect, demand of itself that it enable each student to acquire excellence in the area for which his own talents and abilities fit him the best.
4. In its methods the school of tomorrow will be neither "behavioristic" nor "cognitive," neither "child centered" nor "discipline centered." It will be eclectic.
5. To move to an entirely different area: tomorrow's school, whether kindergarten, university or continuing education, has to be both integrated *into* the community and an integrator *of* the community.
6. One way or another, American education tomorrow will be held accountable for performance. I do not know how one measures "performance" in education. The reason why I do not know this is that one first has to know what the objectives and goals are before one knows what one should measure.
7. And finally, the most important change perhaps, American education tomorrow will no longer assume that one stops learning when one starts working. It will no longer assume that one learns when one is too young to do anything else, and especially too young to work. It will no longer assume that learning stops when living begins.[3]

Many educators are proposing a futures orientation, but in reality the future is now.

Dean Corrigan, who is presently Dean of the College of Education at the University of Vermont, has succinctly stated in his article: *The Future: Implications for Educational Personnel*,

> The knowledge and technology explosion, the explosion of human interaction, and a new view of schools imply dramatic changes not only in the education and re-education of today's teachers but in the development of new kinds of education personnel not found in current staffing patterns. If the schools are reformed to make learning more individualized and personalized, a variety of new personnel with diverse talents will be required. "Teaching teams" will be made up of specially trained professionals who will not only work with children and youth but with other teachers as well.[4]

Additionally, Corrigan speaks of "teams of specialists" including not only those with subject matter expertise but specialists in learning theory and the utilization of learning resources. He also speaks of the need, as mentioned earlier, for the real world of the schools and communities served by the university to form partnerships to facilitate the learning/teaching activities of children and youth. Through this collaboration, the world of education will broaden in definition to include not only teachers and professors but community personnel as well, including parents and others, relaying and relating this new concept of education to its citizenry. As Corrigan points out, "They will be a part of a team whose goal is to create healthy human communities. The range of personnel educated by the reformed programs will probably be as broad as the needs of the communities served."[5]

As we look to the future, pertinent to this design is the recognition that pre-service and in-service education must develop strategies that provide needed linkages among schools and between the school and the community in order to implement change within the particular teacher education institution interested in establishing new models of training. One of the key elements in this change process is the development of a number of human support services and the development of new skills and strategies, as well as the utilization of technological advances to provide this support to not only our teachers but our administrators, school boards, parents, and the general citizenry of the communities involved.

We, as educators, are realizing more than ever that a variety of teaching/learning styles exist and the development of skills and strategies to match those teaching/learning styles are crucial in the learning process. If we are to pay attention to the needs and interests of the learner and collaboratively manage the educational process, then models need to be developed that reflect these assumptions. It is suggested that we approach learning and teaching as *competent humanists*, which is a melding of what many have considered diametrically-opposed philosophies of behaviorism and humanism. An eclectic approach that deals effectively with the numerous factors and forces which impede change in higher education might well be at least a partial solution to many of the problems now faced by our elementary and secondary schools and our universities. More specifically, it is suggested that the following educational goals be implemented in institutions of higher education at the pre-service and in-service levels:

1. Develop relationships and collaboration among the school, the home, the community, and the university in order to create persistent life situations and learning environments for all children.
2. Develop flexible, *workable* staffing patterns in elementary, secondary schools and universities.
3. Develop programs of auxiliary educational personnel that can deliver needed services to those populations that are not presently being served (i.e., large numbers of school districts still do not have kindergartens; a large percentage of our adult population is functionally illiterate; large class sizes still exist in many schools; we still have to adequately deal with the whole concept of cultural pluralism, etc.).
4. Develop programs and strategic patterns of instruction based on a diagnostic/prescriptive formula of what the child *knows* rather than building remedial/corrective programs on his deficiencies.
5. Develop colleges of education that have built-in services of analysis of their own behaviors, programs, and personnel that reflect some aspects of a mission orientation with specific goals and objectives for today's and tomorrow's schools.

6. Develop *exploratory experiences* and *strategies* in personal and interpersonal source areas.
7. Develop *exploratory experiences* and *strategies* in social interaction.
8. Develop *exploratory experiences* and *strategies* in information processing.
9. Develop *exploratory experiences* and *strategies* in operant conditioning.
10. Develop *exploratory experiences* and *strategies* in managerial skills of the classroom.[6]

Conclusion

The curriculum of the future must be child-oriented and must provide opportunities for choice within broadly defined limits. Teachers at every level, supported by qualified counsellors, will be required to guide each child along his own critically determined path, far more flexible than a computer guide, but critical in the sense that the learning programs initiated and developed will best meet the needs of each child at the time best suited to his development. Teachers will have to rely more than ever upon both their knowledge of child development and on detailed observation of individuals to match teaching to the demands of children's various stages of development.[7]

Basically, we have not involved children in curriculum building and educational decision-making. Looking to the future, one can perceive that children may have keener insights and deeper perceptions than many adults. Consequently, the writing of scenarios is one viable way in which we can involve children in curriculum and develop a futures orientation for our schools.

It is important to understand that even with the elements of structuring, planning and evaluating, one can still provide children an education with a humanistic base which will continue to foster the principles of problem-solving, self-concept, discovery and inquiry. In other words, one can have informality in a classroom and still have objectives, direction and meaningful patterns of learning.

If one hypothesizes that the only three legitimate goals in education are the development of skills, the goal of empathy, and the goal of identification, then it appears that the greatest arena for this type of curriculum planning and engineering is the child-centered classroom. As we reflect on the status of child-centered/informal education, it appears as though what is needed is more structure, more planning, and more evaluation to make it work. What is needed are *competent humanists* — those who can guide children, facilitate their learning, and assist in managing their environment. Furthermore, teachers are needed who possess, or at least wish to possess, the attitudes so essential in working with young children in an informal environment. Child-centered education offers each child and each teacher a great deal of freedom, responsibility, and provision for individualizing instruction. Based on sound philosophical and psychological principles of Piaget and others, child-centered education enhances attention and interest of choices of what to learn, which, in turn, does not detract from what has traditionally been considered the essentials in learning.[8]

A first crucial step for developing teacher education programs to meet this new model is the collaborative development of a mission statement which illuminates the thinking of those who will be affected by the mission and have had a part in the formulation of that mission. This mission might well reflect varying philosophies from which curriculum will emanate and programmatic thrusts may be determined to meet the needs and interests of those involved, as well as those affected.

Furthermore, teacher education programs should be committed to the concept of assisting students in developing specialized competencies which will enable one to become an expert learning strategist. Through work in methods courses, the student should be helped to develop performative skills and assessment procedures in teaching. Practice in formulating general and specific instruc-

tional objectives, micro-teaching in analyzing classroom interaction patterns, developing inquiry and process skills, and using a wide range of audiovisual materials, all will enable the student to become a highly competent professional. Through work in the foundations courses, the student should be able to become more competent in understanding those factors which facilitate human growth and learning, and in comprehending the philosophical-sociological-historical nature of the educational setting.

Finally, programs in teacher education should provide a continuing, systematic observation-participation type field experience for each student. During the pre-service years, beginning with the introductory education course in the freshman year, and continuing each year through graduate school, each student should be asked to test his professional competencies and commitments in a variety of field settings. This vast range of experiential activities might well include any institution or program whose ostensible purpose is to educate. This might well include reading centers, day-care centers, hospitals, public, private and alternative school environments, and a variety of other community-based agencies.[9]

In order to effectively implement these suggested strategies for change, we must not only create new learning environments that are receptive to this kind of change but also insure the acquisition of leadership personnel that can support and are willing to defend these concepts. Without a philosophical commitment on the part of those parties involved, and an environment that facilitates growth, teacher education will never reach its fullest potential regardless of whatever financial support is present.

FOOTNOTES

1. Selected Readings. *Journal of Teacher Education*, Volume XXVI, Number 2, Summer, 1975.
2. Ducharme, Edward R. and Nash, Robert R. "Humanizing Teacher Education for the Next Quarter of the Twentieth Century." *Journal of Teacher Education*, Fall, 1975, pp. 222-228.
3. Drucker, Peter. "What We Already Know About American Education Tomorrow." The William T. Beadles Lecture. American College of Life Underwriters, September, 1971, pp. 7-11.
4. Corrigan, Dean. "The Future: Implications for Educational Personnel." *Journal of Teacher Education*, Summer, 1974, pp. 100-107.
5. *Ibid.*
6. Items 6-10 were developed by Dr. Robert McNergney while he was in consultation with the author during Dr. McNergney's tenure as Coordinator of the N-6 CBTE program at State University College at Potsdam.
7. Corrigan, Dean C. "What Teacher Education Could and Should Be Doing in the Next Twenty Years." College of Education, University of Rochester.
8. Wheeler, Alan H. "SCOPE: Structuring Classrooms for Open Education." *Educational Leadership*, Journal of the Association for Supervision and Curriculum Development, NEA, Washington, D.C., Fall, 1973.
9. The Author was a member of a *Mission Statement Committee* during his tenure as Associate Professor in the College of Education at the University of Vermont from 1969-1972. A number of faculty collaboratively developed these concepts.

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McNergney, Robert. Items 6-10 of the educational goals listed on Page 8 of this article were developed by Dr. McNergney during his tenure as Coordinator of the N-6 CBTE program at State University College at Potsdam.

Mission Statement Committee. The author was a member of this committee during his tenure as Associate Professor in the College of Education at the University of Vermont from 1969-1972. A number of faculty collaboratively developed the concepts mentioned in the article.

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